REPORT

ON

PUBLIC INSTRUCTION

IN

BRITISH BURMA

FOR

The year 1883-84.

RANGOON:
PRINTED AT THE GOVERNMENT PRESS.

1884.

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RESOLUTION

ON THE

REPORT ON PUBLIC INSTRUCTION

IN

BRITISH BURMA

FOR THE YEAR 1883-84.

Extract from the Proceedings of the Chief Commissioner, British Burma, in the General Department,—No. 74E., dated the 2nd October 1884.

READ—

The Report on Public Instruction in British Burma for the year 1883-84.

RESOLUTION.—During the year 1883-84 the management of all the Government schools, with the exception of the Rangoon high school and the several normal and technical schools, was in the hands of municipal and town committees. These committees have been appointed in 31 of the principal towns of the province; funds have been allotted to them for expenditure upon education; and to them has been entrusted the duty of assisting, under the departmental rules, the private schools within their limits and of dealing generally with all educational questions which arise in their towns. Hitherto municipal committees have not succeeded in spending upon education the full amounts allotted to them for that purpose; but, with one exception, the committees have shown a commendable desire to fulfil their responsibilities in this matter; and, except in Moulmein Town, the expenditure upon education has in every case been considerably greater in 1883-84 than it was in 1882-83. The smaller town committees, many of which consist entirely of Burmese members, have in several instances spent considerably more than the amount of their allotment upon education, and the interest which they have shown in the progress of education has been very marked. The Chief Commissioner is glad to notice that the Director is of opinion that the municipal schools are making satisfactory progress and that, under the system of local management, the standard of primary education in the indigenous town schools is being perceptibly raised. He concurs in Mr. Hordern's view that the extension of the system to rural tracts is likely to have a similar good effect.

2. *General Results.*—The total number of schools under inspection has increased from 3,863 in 1882-83 to 4,682 in 1883-84 and the number of scholars attending these schools from 107,037 to 127,583. The principal increase is in the indigenous schools and is due partly to greater activity in inspection and partly to an actual increase in the number of schools and of scholars attending them. Of the schools under inspection 42 are under Government or municipal management, 51 are missionary institutions, and 4,961 are indigenous schools. Of the children of school-going age in the province it is estimated that 23·5 per cent. are under education at one or other of the schools under Government inspection. Of the boys 40·3 per cent. and of the girls 4·3 per cent. are at school. There was an increase of 42 per cent. in the number of scholars (1,225 in 1882-83

and 1,742 in 1883-84) who succeeded in passing one or other of the departmental examinations, the greatest increase (from 664 to 1,071) appearing under the lowest standard. These figures may be considered as on the whole fairly satisfactory. But the fact that at present out of every thousand pupils only 14 succeeded in passing any of the recognized school standards and only 68 in gaining a results-grant in any single subject shows how much room there is for further improvement in the schools of this province.

3. *Financial.*—The total expenditure upon education was Rs. 7,13,027 as compared with Rs. 5,94,892 in 1882-83 and Rs. 4,97,794 in 1881-82. The cost of direction, which is borne entirely by provincial funds, increased from Rs. 21,657 to Rs. 22,674; that of inspection, borne in about equal proportions by provincial and by district cess funds, from Rs. 48,185 to Rs. 59,223; and that of instruction, to which provincial town and district funds alike contribute, from Rs. 5,25,050 to Rs. 6,31,130. The total provincial expenditure increased from Rs. 2,21,282 to Rs. 2,40,788; the district cess expenditure from Rs. 53,350 to Rs. 86,057; and the municipal expenditure from Rs. 1,82,095 to Rs. 2,15,800. In addition to the above amounts sums aggregating Rs. 77,306 in 1882-83 and Rs. 71,511 in 1883-84 derived from school fees were expended upon education. The provincial expenditure on education might perhaps be shown at Rs. 1,74,000 more and the municipal expenditure at Rs. 1,74,000 less than the foregoing figures; inasmuch as this sum represents the amount of provincial money recently made over to municipal and town committees for expenditure on education. As has been noticed in paragraph 1 above, some of the municipalities have not yet arranged for spending their full allotment on education. The expenditure from private sources amounted to Rs. 60,859 in 1882-83 and to Rs. 98,871 in 1883-84. Since the close of the year the cost of the salaries of the deputy inspectors has been taken over by provincial funds, and an equivalent amount of district cess money has thus been made available for expenditure upon instruction.

4. *Inspecting Agency—Grant-in-aid Rules.*—The work of inspection was carried on by two inspectors and 17 deputy inspectors. The Director commends the zeal and energy displayed by the two inspectors, and he appears to be generally satisfied with the work done by the deputy inspectors. The number of deputy inspectors has increased from seven in 1881-82 to 14 in 1882-83 and 17 in 1883-84, and the number of indigenous primary schools actually inspected has increased from 3,172 in 1881-82 to 4,021 in the year under report.

The grant-in-aid rules, under which the work of inspection is carried on, have continued to work satisfactorily. The grants made under these rules in the first year of their introduction amounted to Rs. 62,922. In this, the second year, they have amounted to Rs. 77,397. This increase is no doubt partly due to the fact that the rules are becoming better understood by school-managers, but it may be hoped that it also indicates an actual advance in the efficiency of the aided schools. Out of the total increase of Rs. 14,475, a sum of Rs. 12,696 arises from results and attendance grants and Rs. 1,779 from special and supplementary grants. During the past year the largest grants for results and attendance of Native pupils were gained by St. John's college, S.P.G., Rangoon (Rs. 2,944), the A. B. M. U. Sgaw-Karen school at Bassein (Rs. 2,762), and the R. C. M. St. Paul's institution, Rangoon (Rs. 2,655).

5. *University Education.*—A college department was opened at the Rangoon high school in 1881-82, from which in that year one student passed the F. A. examination. In 1882-83 two students passed and in the year under report five were successful. The number of students attending the college classes at the close of the year 1883-84 was 23. A class of students for the B. A. degree has been opened and the nucleus has thus been formed of the regular college which, it is hoped, will before long be established as a separate institution under the management of the Educational Syndicate.

6. *Secondary Education.*—The number of secondary schools was the same (43) as in the previous year, but the number of scholars preparing for the Middle School and University Entrance examinations increased from 1,552 to 1,813. The number of pupils who passed the University Entrance examination was 15 against 16 in the previous year. Of the 15 successful students 10 passed from the Rangoon Government high school and five from the Akyab municipal school. The number who passed the Middle School examination increased from 147 to 174. Of middle schools the most successful were the Rangoon municipal school (26 passes), St. John's college, S. P. G. (8), St. Paul's R. C. institution (7), and the Prome (6) and Moulmein (5) municipal schools. The increase from 15 to 22 in the number of girls who passed the Middle School examination is satisfactory. The progress of secondary education in this province in other than private institutions will for the future depend almost entirely upon the energy and liberality of the several municipal commitees, to whom the management of the town schools has been entrusted. The condition of provincial finances will not permit of any large additional allotments to local bodies for educational purposes, but to committees who are able to show that they have fully and judiciously expended the funds already allotted to them for this purpose and that they are unable, for lack of funds, to make provision for secondary education for which there is a genuine demand the Chief Commissioner will endeavour to give such assistance as is in his power. The Bassein Committee have recently raised the status of their school from middle to high, and the Chief Commissioner has been glad to be able to assist them in this important step by a small temporary allotment from provincial funds. The Paungdè Committee have arranged to raise their excellent school from the upper primary to the middle grade; and several of the other committees have shown a similar desire to raise the status of their schools as soon as funds permit.

7. *Primary Education.*—In the matter of primary education the returns for 1883-84 exhibit a satisfactory advance. Owing partly to the increase in the number and activity of the inspecting staff and partly to an actual increase in the number of schools and of scholars attending them, the number of primary schools under inspection rose from 3,857 to 4,668 and the number of scholars from 105,407 to 125,626. The number who passed the Upper and Lower Primary examinations from the indigenous primary schools rose from 136 to 699. When it is remembered that the indigenous primary schools under inspection number 118,363 pupils, it will be seen that the proportion of success is still small. The municipal and aided (non-indigenous) primary schools, which are more efficient than the indigenous schools, did not show the same proportionate advance. Schools of the former class, with an attendance of 2,952 pupils, passed 404 as against 385 in the previous year, while the number of pupils who passed the primary examinations

from the non-indigenous aided schools, which now number 4,311 pupils, fell from 509 to 345.

In the following table the progress of primary education in the indigenous schools of the country during the past two years is shown :—

Indigenous Primary Schools.

Year.	Schools.					Pupils.					
	Inspected.	Earned grants.	Percentage.	Total grant.	Average grant.	Total number.	Passed Upper and Lower Primary examinations.	Percentage.	Earned grants.	Percentage.	Average grant.
				Rs.	Rs.						Rs.
1881-82	3,172	756	23·8	13,588	17·9	81,241	...	...	3,349	4·1	4·
1882-83	3,197	944	29·5	23,053	24·4	86,548	136	·16	4,692	5·4	4·9
1883-84	4,021	1,176	29·2	47,179	40·1	112,706	699	·62	6,935	6·2	6·8
Increase on the previous year ...	824	232	—·3	24,126	15·7	26,158	563	·46	2,243	·8	1·9

The advance exhibited by these figures constitutes the most satisfactory feature in the educational history of the year. The progress has, as might be expected, been most marked in schools to which trained masters have been attached. It has occurred alike in lay and in monastic schools. The four schools which earned the largest grants were Maung Aung Myat's lay school at Shwegyin (Rs. 1,461), U Athaba Thiridaza's monastic school at Shwegyin (Rs. 1,270), U Pandi's monastic school at Bassein (Rs. 1,088), and Maung Pu's lay school at Rangoon (Rs. 1,008). These schools are now working gradually up to the middle standard. In several instances grants by this standard were earned. Special provision has now been made for the inspection of Karen primary schools, and the Chief Commissioner is glad to learn that these schools are advancing steadily in popularity and efficiency. Sixty-six monastic and 233 lay schools for Karens were inspected during the year. Of the 7,176 pupils attending these schools, 115 passed either the Upper or Lower Primary examination and 1,095 earned results-grants. These figures compare favourably with the corresponding results from the Burmese schools. Special measures have recently been taken to extend the benefits of education among the non-Christian Karens, who have been hitherto comparatively neglected in this matter. Owing to the very backward condition of primary education in the Arakan division, the Chief Commissioner has sanctioned the offer of specially liberal assistance to certificated teachers who are willing to establish schools in places where they are required. The cost of these measures will be debitable to the district cess funds, the educational portion of which has not hitherto been fully expended in Arakan. The municipal and town committees have as a rule shown considerable interest in the progress of the indigenous primary schools within their limits. The Rangoon Committee, for instance, have maintained a special deputy inspector for the town from municipal funds and have sanctioned the employment of 20 certificated teachers in the indigenous town schools. Their expenditure upon results-grants to indigenous primary schools has increased

from Rs. 2,610 in 1882-83 to Rs. 4,472 in 1883-84. It is particularly satisfactory that municipal committees have evinced interest in and care for indigenous primary schools quite as much as for secondary schools.

Among the non-indigenous primary schools the most successful at the departmental examinations have been St. Paul's, Rangoon, with 62 passes, St. John's, S. P. G., Rangoon (57), the Paungdè municipal school (46), the Tavoy municipal school (42), Dr. Vinton's Karen school in Rangoon (41), and the A. B. M. Bghai-Karen school at Toungoo (41).

8. *Technical Schools.*—The only schools of a special or technical class are the normal and survey schools. There are three normal schools for masters at Rangoon, Moulmein, and Akyab respectively, and one for mistresses at Rangoon. Upon the success of these schools the progress of the indigenous primary schools throughout the province in great measure depends. It is disappointing therefore to find that, except at Rangoon, the normal schools were far from successful in 1883-84. From the Akyab school only seven students obtained teachers' certificates and from Moulmein only one. The Rangoon normal school, on the other hand, did well. Thirty-seven teachers' certificates were gained and the number of students was 91. The management of this school is creditable to the headmaster, Mr. Aldridge. The establishments of the several normal schools have been revised and, with a view to encouraging aided schools in training masters, a special capitation-grant has been offered for every pupil who obtains a teacher's certificate. As the Director states, it had been proposed to open additional normal schools at Bassein and Toungoo. This, however, has not been done, partly because funds were short and partly because the failure of the Moulmein and Akyab normal schools warned us against multiplying these useful institutions too rapidly. The financial question, moreover, will have to be kept in view. At present there are 168 certificated assistant teachers engaged in primary schools, and drawing salaries from district or town funds. Each teacher will probably cost on the average about Rs. 450 a year. The present staff of assistant teachers will eventually cost about Rs. 75,000 a year. The three existing Government normal schools, together with the women's normal schools under the Baptist missionaries, ought to turn out 60 or 70 certificated teachers a year. With allowance for deaths and resignations, the number of certificated and salaried teachers will probably increase by 50 a year. That is to say, this branch of the outlay on primary schools will increase by about Rs. 22,000 a year; and will in five years' time reach a total of about Rs. 1,85,000. It is doubtful whether funds, now or likely to be available, warrant our largely increasing the normal schools. and the yearly outturn of certificated pupils until we are in a position to reduce the salaries allowed to certificated teachers, or until students who intend to open or to join private schools come to our normal schools for the sake of the certificates only and without either promise or hope of being engaged as Government or municipal assistant teachers. The Rangoon normal school for girls passed 12 candidates for teachers' certificates. This school has only recently been started under the American Baptist Mission, and has so far been successful. A similar school has now been opened at Moulmein.

The four special schools for the teaching of land-surveying at Akyab, Rangoon, Bassein, and Henzada have been well attended. The three former

were fairly successful at two of the three examinations which were held during the year, but at the third examination not a single pupil passed. The Henzada school was only opened in December.

9. *Education of Girls.*—The total number of girls under education at schools under Government inspection during the year 1883-84 was 11,387. This number represents only about 4·3 per cent. of the total number of girls of school-going age, an extremely small proportion which, it may be hoped, will in a few years be largely increased. At present the number of purely girls' schools and the number of qualified mistresses are very small. But now that normal schools for girls have been opened at Rangoon and Moulmein the supply of trained mistresses will be increased.

Of the purely girls' schools the most successful at the departmental examinations were the Convent school at Rangoon, which passed 11 pupils by the middle and 86 by the primary standard, and the A. B. M. U. girls' schools at Kemmendine and Moulmein, of which the former passed two candidates for the middle standard, while the two schools passed 14 and 22 respectively for the primary standard. Separate girls' schools have recently been established by the municipal committees of Rangoon, Henzada, and Padaung.

In order to afford special encouragement to the education of girls, the grants-in-aid for girls are 50 per cent. higher than those for boys, and exceptional assistance has been offred to the managers of any aided schools whose pupils are able to earn teachers' certificates.

10. *Education of Europeans and Eurasians.*—Special provision is made in this province for the education of children of European descent by the offer of results and attendance grants at double rates, by the offer annually of 180 special stipends to enable orphan and fatherless children to obtain a free education, and by the offer annually of 30 paid apprenticeships in the railway and dockyard workshops and elsewhere. The number of children of European descent of school-going age is estimated at 1,800. Of these 1,420 were actually at school at the close of the year, 111 being in receipt of Government stipends. The apprenticeships have not hitherto been very freely taken up. Eight apprenticeships have been awarded in Rangoon and the apprentices are all doing well. At the railway workshops at Insein Mr. Thomas has a class of 20 European apprentices who are not in receipt of any special stipends from Government. The class is admirably managed and has so far been highly successful both in the interests of Government and in those of the lads under training.

11. *Miscellaneous.*—The Text-book Committee have made fair progress in the publication of school text-books, but much remains to be done. Many of the text-books now in use are of inferior description and upon some important subjects there are at present no Burmese text-books at all. The work of the Government Book Depôt is being gradually transferred to the Rangoon Mission Press and it is hoped that the Government depôt will shortly be closed. Under the arrangements made with the Mission Press the proprietor undertakes to maintain a full supply of school text-books and to sell them at the same prices (*i. e.*, at the same ratio to the published prices) as have hitherto been charged at the Book Depôt. There was a decrease in the sales of vernacular literature at the Book Depôt, which is attributed chiefly to the great increase which has occurred in

recent years in the number of cheap books published at the various private vernacular presses. The spread of vernacular literature during the past few years has indeed been very marked; and the private presses have done a great work in cheapening or spreading Burmese literature. A few years ago the number of bookshops was very small and, except at the schools, books were rarely to be seen in the hands of the people. Nowadays vernacular bookstalls are to be found in every bazaar, at most railway stations, at the approaches to the great pagodas on festivals; and books are kept more or less in nearly every respectable Burman's house.

12. The Chief Commissioner's thanks are due to the members of the Educational Syndicate for conducting the provincial examinations and for valuable advice on various important educational questions, to the Director for the careful manner in which he has administered the department under his control, and to the two inspectors as well as the deputy inspectors mentioned by Mr. Hordern for the assiduous discharge of their duties. The municipal and town committees, who have for the most part discharged wisely and zealously their educational responsibilities, have thereby done good service to the cities and towns which they represent.

By order of the Chief Commissioner,

E. S. SYMES,

Offg. Secretary.

REPORT

ON

PUBLIC INSTRUCTION IN BRITISH BURMA

FOR THE YEAR 1883-84.

INTRODUCTION.

Preparation of the report.

THE present report has been prepared in a new form, in accordance with instructions issued by the Government of India, on the recommendation of the late Education Commission, and its submission within a week of the due date has been effected under some difficulties. The principal material for the report is furnished by the Inspectors of Schools, whose annual reports were delayed from various causes. The new statistical forms necessitated references and explanations to Deputy Inspectors throughout the province, and the chapters on secondary education were delayed by the very late issue of the results of the Syndicate's examination held at the end of the year. The introduction of the new forms has rendered necessary frequent references to managers of schools before their returns could be accepted. Finally, after the receipt of the returns from Inspectors and school-managers, their tabulation in this office in the new forms has also occupied a longer time than usual.

New statistical forms.

2. Of the new statistical forms now introduced one only has been found to present serious difficulty in compilation, namely, the return showing the social status of the parents of pupils attending schools. In any case it was hardly to be expected that school-managers could furnish this information with complete accuracy; but from various quarters it has been represented to me that the institution of this form is open to serious objection, parents and pupils alike receiving with suspicion enquiries regarding the family income.

The figures in this return must be taken as only approximate.

The newly-prescribed general tables, which will be found in the appendix, seem to be well devised to furnish full information in a concise form, and more clearly than heretofore, regarding the educational status of the province.

SECTION I.

General and Statistical Summary of the Year's Operations.

Present system of educational administration.

3. The year 1883-84 has furnished the second year's test of the new conditions under which educational affairs are now administered in this province. The transfer from this Department to municipal boards of the responsibility for the working of nearly all schools for secondary education, as well as of the more important primary schools in 31 towns, was noticed in the last annual report, and the present report will illustrate the working of the new system and its influence on educational progress.

It will be seen that municipal boards have as a general rule liberally encouraged education, that secondary schools transferred to municipal management have fairly progressed, and that the standard of primary education, especially in indigenous schools in towns, has advanced perceptibly. The extension of the system of local responsibility and control to rural boards which will be shortly effected will, it may be hoped, tend to hasten progress in the interior of districts.

Principal measures of the year.

4. The relief which has thus been afforded to the Education Department, while it has not diminished the work of departmental officers, has undoubtedly rendered possible a more watchful supervision over each part of the educational system, every branch of which has been brought under careful review during the past year.

The following is a concise summary of the more important features of the work of the year :—

The *agency of inspection* has been strengthened by the addition of three Deputy Inspectors to the staff and by an improvement in the official status of the Junior Inspector.

The subject of *university education* has been under full consideration and discussion, and plans are before the Government for placing the college department of the Rangoon High School on a proper footing and raising it to the position of a first grade college.

For the furtherance of *secondary education* throughout the province detailed plans have been submitted to Government; the plans have been approved and are in course of adoption as funds are available.

In the departmental system of *primary education* important modifications have been introduced. Among other changes the curriculum of indigenous schools has been brought into harmony with the provincial standards, a scheme of salary-grants for certificated teachers has been introduced, and special encouragement has been offered to the entertainment of girls in indigenous schools.

The establishment of the *Government normal schools* for the training of schoolmasters has been revised, and sanction has been given to the opening of two additional normal schools for masters and of two additional normal classes for schoolmistresses.

The general subject of *female education* has been carefully considered and plans submitted for its encouragement and extension.

The *education of Mahomedans* has been the subject of special reference to Government, and a complete scheme for the encouragement of education among Mahomedans has been drafted and is now under consideration.

Lastly in the *book department* important changes have been introduced, the machinery for the preparation of text-books having been improved by the appointment of an editorial staff, and arrangement having been made for transferring the business of the distribution of school text-books from the Government Book Depôt to private agency.

Report of the Education Commission.

5. Near the close of the year the report of the Education Commission was received and my opinion was invited regarding the applicability to this province of the recommendations made by that Commission.

British Burma was not included in the scope of the enquiries made by the Commission, but it was satisfactory to be able to report that in every branch of

the educational administration, and especially in that branch which deals with indigenous institutions and with grants-in-aid, the general spirit of the recommendations made by the Commission already animates the policy followed in this province, those recommendations having been in a large number of cases already anticipated and the adoption of the majority involving no material departure from the system already in force.

General statistics of schools and scholars.

6. The returns for 1883-84 show a total of 4,682 schools under inspection with a total attendance of 127,583 scholars. The corresponding figures for last year were 3,863 schools and 107,037 scholars. There is therefore an increase of 819 schools and of 20,546 scholars.

In both years the figures include all schools on the inspection list and not exclusively schools inspected during the year. The comparison is therefore more exact than that made last year and indicates an actual increase in the number of institutions and in the attendance.

7. The following is a concise summary in the usual form showing the distribution in each district of the schools of the various classes :—

Statistics of Schools and Scholars as returned on the 31st March 1884.

Division	District	NUMBER OF SCHOOLS					NUMBER OF SCHOLARS				
		PUBLIC INSTITUTIONS					IN PUBLIC INSTITUTIONS				
		Under public management.	Under private management: Missionary, &c	Under private management: Indigenous.	Total number of public institutions.	Private institutions	Under public management.	Under private management: Missionary, &c	Under private management: Indigenous.	Total number of scholars	In private institutions.
ARAKAN	Akyab	5	1	193	199	67	467	30	3,261	3,758	341
	Northern Arakan										
	Kyaukpyu	1		56	57	8	180		1,098	1,228	140
	Sandoway	1		17	18	2	116		521	637	46
	Total	7	1	266	274	77	713	30	4,880	5,623	527
PEGU	Rangoon Town	7	16	208	231	15	516	2,294	4 907	7 717	322
	Hanthawaddy			383	383				10 707	10 707	
	Pegu	1		459	460	3	61		12,423	12,484	35
	Tharrawaddy	2	3	187	192	1	103	140	7 663	7 906	13
	Prome	4	2	559	565	180	407	104	11,959	12 470	1,393
	Total	14	21	1,796	1,831	199	1,087	2,538	47 659	51,284	1,763
IRRAWADDY	Thôngwa	3	1	428	432		304	68	10 966	11 338	
	Bassein	3	5	452	460	1	450	374	11 412	12 236	70
	Henzada	3	1	231	235	5	314	19	6 220	6,553	53
	Thayetmyo	1	2	228	231	2	27	151	7,543	7,721	61
	Total	10	9	1,339	1,358	8	1,095	612	36,141	37,848	184
TENASSERIM	Moulmein Town	3	10	88	101	8	367	1 031	2 754	4,152	167
	Amherst	3	1	213	217	25	362	44	5,470	5,876	486
	Tavoy	1	1	125	127	12	148	78	4,048	4 274	166
	Mergui	1		55	56	23	101		1,896	1,997	408
	Shwegyin	1	1	285	287	16	89	94	10 623	10,806	498
	Toungoo	1	6	423	430	4	131	673	4,892	5 696	39
	Salween Hill Tracts	1		1			27			27	
	Total	11	19	1,189	1,219	88	1 225	1,920	29,683	32 828	1,764
	Grand Total for the year 1883-84	42	50	4,590	4 682	372	4,120	5,100	118,363	1,27 583	4 238
	Grand Total for the year 1882-83	34	44	3,785	3,863		3 927	4,686	98 424	1 07 037	
In the year 1883-84	Increase*	8	6	805	819		193	414	19,939	20,546	
	Decrease	.				.		..			

The principal increase is as usual in the indigenous schools and is due to the strengthening of the inspecting staff and to greater activity in inspection as well as to the establishment of new schools, both Burmese and Karen.

Proportion of scholars to population of schoolgoing age

8. In the last annual report an attempt was made to estimate approximately the real position of British Burma in regard to the proportion of children attending school to the total population of the schoolgoing age. This estimate

*The net increase is three less than is shown in the returns, because in the new forms the Practising Schools attached to Normal Schools are shown separately instead of as part of the institution as in the old form

gave 40 per cent. as the proportion of boys in attendance and 4 per cent. as proportion of girls, but it was assumed that although the estimate probably represented more nearly the true position of the province than an estimate based on a wider range of age, the figures showed a more favourable result than if the comparison were complete.

The new tables prescribed by the Government of India and adopted for the present report furnish material for a complete comparison, and it is a satisfaction to observe that the result goes to show that the estimate given last year as approximate and unduly favourable accords almost identically with the figures obtained from complete data.

Setting fractions aside the figures are identical. The position of the province in this matter is therefore better than had been supposed, and the rough estimate given last year was in fact a nearly accurate estimate.

9. The general progress of the schools is indicated in the following comparative table showing the results of prescribed examinations :—

Examinations.	Number of students passed in the year		In the year 1883-84.	
	1882-83.	1883-84.	Increase.	Decrease.
First Arts	2	5	3	...
Matriculation	16	15	...	1
Middle School	147	174	27	...
Upper Primary School	396	477	81	...
Lower Primary School	664	1,071	407	...

This statement shows that, excepting in the case of the University Entrance examination, there has been a steady increase in the total number of students passing by each of the prescribed standards.

10. The details of the results of the examinations referred to in this statement are clearly shown in general table VI in the appendix. Reference to that table will show the percentage of passes gained to the numbers presented for examination. These proportions, it will be seen, are fairly satisfactory in the case of institutions for university and secondary education.

For the First Arts examination 83 per cent., for the Matriculation 48 per cent., and for the Middle School examination 26 per cent. of the candidates presented were successful.

For the Primary School examinations the proportion are widely different, only 20 per cent. of examinees having passed the Upper Primary and only 6 per cent. the Lower Primary examination. There is nothing surprising in these latter figures, which must not be taken to mean that the majority of pupils presented from primary schools were wholly disqualified. The explanation is that in the mass of primary indigenous schools the full course of teaching prescribed by the provincial standards is not yet followed. It will be seen from subsequent paragraphs that a large proportion of the schools referred to have worked well in accordance with their curriculum and that the general progress of primary schools during the year has been far from unsatisfactory.

Financial statistics.

11. The total expenditure on public instruction in the province for the year 1883-84 was Rs. 7,13,027 as compared with Rs. 5,94,892 expended in 1882-83. Expenditure has therefore increased by Rs. 1,18,135. Of this increase by far the greater part has been incurred from municipal and district funds. The increase of expenditure from provincial funds was Rs. 19,506.

The following comparative statement shows the increase from each source under the three prescribed headings :—

Details.		Total expenditure from Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	All other sources.	Grand total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1.—Direction ...	1883-84 ...	22,674	...	...	...	...	22,674
	1882-83 ...	21,657	...	...	..	...	21,657
2.—Inspection ...	1883-84 ...	25,128	32,932	1,168	...	...	59,228
	1882-83 ...	22,594	25,591	...	...	..	48,185
3.—Instruction ...	1883-84 ...	1,92,991	58,125	2,14,632	71,511	98,871	6,31,130
	1882-83 ...	1,77,031	27,759	1,82,095	77,306	60,859	5,25,050
Total ...	1883-84 ...	2,40,788	86,057	2,15,800	71,511	98,871	7,13,027
	1882-83 ..	2,21,282	53,350	1,82,095	77,306	60,859	5,94,892
In the year 1883-84 ...	Increase...	19,506	32,707	33,705	...	38,012	1,18,135
	Decrease ..	...	...	...	5,795	...	...

12. The distribution of the expenditure for the year under report is shown in detail in general table IV and the percentage of expenditure allotted from each source of revenue to each branch of the educational administration, as well as the incidence of the cost of education in the several grades of institutions, is clearly set forth in general table II.

If the total expenditure on public instruction is compared with the expenditure incurred by provincial funds, local funds, municipal boards, and by private persons, it will be seen that, in round numbers, 34 per cent. of the charges are defrayed by the provincial Government, 30 per cent. by municipalities, 12 per cent. by local funds, and 24 per cent. from fees and private sources.

This being the first year of the introduction of these tables, no comparison is made with the returns of the preceding year.

13. It may be explained that the sum of Rs. 67,632 returned as "miscellaneous" expenditure is made up principally of four items, Government Book Depôt, Educational Syndicate, European stipends, and Text-book Committee.

SECTION II.

Controlling Agencies.

Direction and inspection.

14. The general arrangements for direction and inspection have remained unaltered, but the inspecting staff was strengthened at the beginning of the year by the appointment of three additional Deputy Inspectors, a measure which has led to more thorough inspection of indigenous schools, a large addition to the number of schools under inspection, and to better work in the schools. The inspecting staff now consists of two Inspectors and 17 Deputy Inspectors, of whom two are for Karen schools exclusively.

In the last report it was said that with one more Karen Deputy Inspector the staff would be sufficiently strong, but this statement must be modified in the light of the inspection reports of the past year, in which both Burmese and Karen schools have made great progress, and it is already desirable that two additional Deputy Inspectors should be appointed. For one of the two sanction has been already obtained.

15. The greater activity and better results shown in the past year in indigenous schools are due also in great part to changes in the *personnel* and to careful control exercised by the Inspectors.

The circle of the Senior Inspector continues to show good progress under the active supervision of Mr. R. G. Hodson, and that of the Junior Inspector was benefited materially by the return of Mr. L. A. Goss to duty.

The appointment of Junior Inspector has, I am glad to be able to add, been placed on a better footing during the year, and this officer now ranks in the 4th grade of the Educational Service.

16. Mr. Hodson has inspected every school on his list and has tested the work of every Deputy Inspector in his circle; he reports that in no previous year has he had such intelligent support from the Deputy Inspectors as a body, and he has reason to think they are generally popular with managers of indigenous schools.

This estimate of the improved work of the Deputy Inspectors is confirmed by the results of the year's work to be presently recorded. The Inspector mentions prominently for zeal and usefulness Maung Po Maung of Prome, Maung Bwa of Hanthawaddy, and the Karen Deputies, Maung San Dun and Maung Tha Dun U. In the case of the three first mentioned I can confirm this favourable report from my own observation, as also the report that among the more lately appointed Deputy Inspectors are some who show ability and tact and will become valuable officers.

The work of the Senior Inspector's office has greatly increased, and his present establishment of two clerks is insufficient. The increase of work is largely due to Mr. Hodson's own energy, to which the Department is much indebted.

17. Mr. Goss has been active in inspection, visiting every school on his list and nearly every township in his circle. He has also shared with the Senior Inspector the work of inspection in the Rangoon Town district.

The staff of four Deputy Inspectors attached to this circle has worked better than in former years, but there is still room for improvement and for greater activity. The Deputy Inspector of Akyab, Maung Mè Gri, has done a good year's work and is specially commended by the Inspector.

Maung Shwe Hmôn of Moulmein, one of the most experienced and trustworthy of the staff, joined the circle in June last. He has worked far better than his predecessor but has not completed his tour. The Deputy Inspector of Tavoy and Mergui, Maung Po Thaik, with very good abilities, worked fairly but has now left the Department,

Mahomed Nisab, Deputy Inspector of Southern Arakan, has hardly been equal to the charge of a circle requiring exceptional activity and hardiness.

18. I have myself visited and inspected schools of all grades in the districts of Bassein, Akyab, Kyaukpyu, Moulmein, Amherst, Tavoy, and Mergui.

Director's office.

19. Credit is due to the staff of this office for the work of the year. Mr. H. A. Nelson, the head clerk, deserves special notice for his care in the compilation of a handbook of the rules and practice of this Department. Such a publication has long been wanted, and its publication, which has been welcomed both by Civil Officers, municipal committees, and managers of schools, has done much to facilitate the despatch of business. The principal credit for this compilation is due to Mr. Nelson, who has also done useful work in preparing, in consultation with the Comptroller's office, the draft of a revised series of headings of educational accounts, the object being to ensure uniformity in the accounts of the two offices.

Municipal control.

20. The year under report is the second in which the management of educational affairs within 31 municipal towns has been entrusted to municipal and town committees. The transfer has been a very important one, including the control of all the more important public schools, the best of the indigenous schools, and the regulation of nearly all expenditure under the grant-in-aid rules.

With one exception the arrangement is working well, and while all municipalities have not been in a position to exercise equal liberality, it must be said that they have generally worked in harmony with this Department, readily accepting and often inviting the suggestions and recommendations of the Department and carefully considering the educational wants of the towns as well as the interests of the officers transferred to their employment.

District committees of public instruction.

21. District committees of public instruction have continued in operation in the majority of districts, but their permanent retention was made optional in 1882, and in newly-formed districts they have not been formed.

By desire of the Chief Commissioner the draft of a revised code of rules for district committees, embodying the conditions involved in the management for local self-government, was submitted from this office during the year. The Chief Commissioner however has ruled that, soon as the proposed rural boards come into operation, there will be no need for the maintenance of separate district committees of public instruction. These bodies will therefore be dissolved as the new boards are constituted; meantime the Department has been indebted to the existing district committees for much help in the local supervision of schools and of the work of Deputy Inspectors.

Educational Syndicate.

22. The control of all public departmental examinations has remained in the hands of the Educational Syndicate, and the existence of this machinery has much facilitated the organization of the examinations, which are now attended by a large and increasing number of candidates. In its appointment of examiners however the Syndicate is hampered by the regulation under which examination fees are not payable to Educational Officers, and it is to be hoped that this restriction may be removed. The time has, in my opinion, arrived when fees should be charged for admission to examinations conducted by the Syndicate. The Syndicate has from time to time strengthened the hands of the Department by its advice and support in the introduction of educational measures of general application. No report on the working of the Syndicate is furnished to this office.

Working of grant-in-aid rules.

23. This is the second year of the operation of the present grant-in-aid rules. As at present framed the rules are very liberal, and the total expenditure under their provisions has risen from Rs. 62,922 to Rs. 77,157.

At the same time a sufficient check exists upon the award of extravagant grants, and there is no question that the introduction of the results system on which the rules are based, notwithstanding some evils inseparable from it, has had a good effect on the aided schools generally.

The system is also uniformly approved by managers of schools.

The following table illustrates the working of the rules during the year :—

District.	Locality.	Name of institution.	1882-83. Grants awarded under the Grant-in-aid Rules of 1881. Results and attendance grants.	Supplementary grants.	Special grants for buildings and furniture.	Total.	Additional results and attendance grants for European pupils.	Total amount of grants for the year.	1883-84. Grants awarded under the Grant-in-aid Rules of 1881. Results and attendance grants.	Supplementary grants	Special grants for buildings and furniture	Total.	Additional results and attendance grants for European pupils	Total amount of grants for the year.	Remarks.
AKYAB ...	Akyab Town ...	Akyab Girls' School		500	1,000	1,500	...	1,500	120	...	...	120	120	240	
RANGOON TOWN ...	Rangoon Town ...	R. C. M. St. Paul's Institution	3,294	...	...	3,294	1,557	4,851	2,655	...	1,680*	4,335	1,356	5,691	* For buildings.
		A. B. M Sgau-Karen School	1,810	...	...	1,810	...	1,810	2,239	...		2,239	..	2,239	
		R. C. M. St. John's Convent, Commissioner's road ..	2,490	...	...	2,490	2,490	4,980	2,307	...	1,100	3,407	2,254	5,661	
		R. C. M. St. John's Convent, Fraser street ...	1,276	..	...	1,276	151	1,427	1,628	...	2,920	3,548	639	4,487	
		S. P. G St. Mary's School	621	...	...	621	129	750	500	...	.	500	57	557	
		A. B. M. Burmese Girls' School	2,017	...	...	2,017	.	2,017	1,143	...	6,000	7,143	..	7,143	
		Lutheran Mission School	199	301	...	500	..	500	467	...	...	467	..	467	
		Diocesan Boys' School	633	..	..	633	633	1,266	633	...	4,869	6,010	633	7,151	
		Diocesan Girls' School	606	...	1,400	2,006	606	2,612	508	...			508		
		S. P. G. St John's College	1,954	...	...	1,954	565	2,519	2,944	...	2,850	5,794	700	6,494	
		S. P. G. School, Pazundaung													
		Episcopal Methodist School	...	...	6,960	6,960		6,960	390	...	...	390	390	780	
		Diocesan Orphanage	...	...	1,010	1,010	...	1,010	...	...	...	...	..	...	
		R. C. M. St. Anthony's School	..	...	150	150	...	150	...	...	...	...	...	...	
		Church of England Day School...	...	...	..	...	..	.	..	...	...	..	...	..	
		A. B. Mission School	..	...	...	..	..	...	...	...	7,500	7,500	...	7,500	
		S. P. G. School, Kemmendine	...	...	...	...	..	..	186	...	...	186	...	186	
		S. P. G. St. Gabriel's School	...	...	...	...	...	...	...	...	...			...	
		Total ...	14,900	301	9,520	24,721	6,131	30,852	15,600	...	26,219	41,819	6,537	48,356	
THARRAWADDY ..	Thônzé Town ...	R. C. Mission School	125	...	...	125	...	125	159	...	...	159	...	159	
		A. B. Mission School	...	...	...	...	...	...	403	...	...	403	...	403	
	Zigôn ...	Ditto ditto	..	...	...	...	...	...	..	...	...	...	...	..	
	Konitywa ...	Ditto ditto	37	...	...	37	...	37	...	..	...	...	...	...	
	Gyobingauk Town ...	Ditto ditto	119	...	...	119	...	119	..	...	...	...	...	...	
		Total ...	281	...	...	281	...	281	562	...	...	562	...	562	
PROME ..	Prome Town ...	A. B. Mission School	309	...	...	309	...	309	†	...	...	...	...	.	†Aided as an indigenous school
		E. A. Girls' School	141	...	200	341	...	341	249	...	...	249	...	249	
		Total ...	450	...	200	650	...	650	249	...	...	249		249	
THÔNGWA ...	Ma-ubin Town ...	A. B. M. Pwo-Karen School	419	81	600	1,100	...	1,100	859	.	..	859	..	859	
BASSEIN ..	Bassein Town ...	A. B. M. Sgaw-Karen School	2,408	...	...	2,408	...	2,408	2,762	..	...	2,762	..	2,762	
		A. B. M. Pwo-Karen School	.	...	..	...	..	...	...	500	...	500	...	500	
		R. C. M. St. Peter's Boys' School	469	438	...	907	93	1,000	264	246	892	1,894	12	1,994	
		R. C. M. St. Peter's Girls' School	73	575	...	648	72	720	88	145			88		
		R. C. M. St. Peter's Karen Girls' School	..	..	...	...	...	...	200	59			...		
		Total ...	2,950	1,013	...	3,963	165	4,128	3,314	950	892	5,156	100	5,256	

District	Locality.	Name of institution.	1882-83. Grants awarded under the Grant-in-aid Rules of 1881. Results and attendance grants.	Supplementary grants	Special grants for buildings and furniture.	Total.	Additional results and attendance grants for European pupils.	Total amount of grants for the year.	1883-84. Grants awarded under the Grant-in-aid Rules of 1881. Results and attendance grants.	Supplementary grants.	Special grants for buildings and furniture.	Total.	Additional results and attendance grants for European pupils.	Total amount of grants for the year.	Remarks.
HENZADA ...	Henzada Town ..	S. P. G. St. Peter's School	332	267	1,050	1,649	...	1,649	491	...	...	491	...	491	
		A. B. M. Karen School	...	...	...	...	..			...	...	..	...	...	
		Total ...	332	267	1,050	1,649	...	1,649	491	..	...	491	...	491	
THAYETMYO ...	Thayetmyo Town	S. P. G. St. Andrew's School	549	...	...	549	...	549	562	...	...	562	...	562	
		L. A. Girls' School	237	...	...	237	...	237	415	..	...	415	...	415	
		Total ...	786	...	...	786	...	786	977	...	..	977	...	977	
MOULMEIN ...	Moulmein Town ..	Town School	509	1,241	...	1,750	...	1,750	664	...	.	664	665	1,329	
		R. C. M St. Patrick's School	1,259	...	..	1.259	.	1,259	1,789	...	...	1,789	774	2,563	
		A. B. M. Morton Lane School	1,044	...	...	1,044	...	1,044	1,179	...	...	1,179	51	1,230	
		R. C M St Joseph's Convent	1,142	...	...	1,142	...	1,142	1,383	...	...	1,383	1,173	2,556	
		Diocesan Orphanage	590	...	...	590	590	1,180	770	..	...	770	770	1,540	
		A B. M. Boys' School	744	*	...	744	76	820	1,355	256	...	1,611	104	1,715	*Supplementary grant, Rs. 256 drawn after the close of the year
		A. B. M. Karen School	1,154	...	...	1,154	...	1,154	1,489	...	...	1,489	...	1,489	
		R. C. M. St. Mary's School	38	175	...	213	37	250	183	...	...	183	183	366	
		S. P. G. St. Augustine's School	1,003	197	6,250	7,450	...	7,450	1,010	...	...	1,010	85	1,095	
		A B M. Eurasian Home	349	...	...	349	...	349	269	...	...	269	269	538	
		Total ...	7,532	1,613	6,250	15,695	703	16,398	10,091	256	...	10,347	4,074	14,421	
AMHERST ..	Amherst Town ...	A B M. School	118	...	...	118	...	118	199	...	...	199	12	211	
TAVOY	Tavoy Town ...	A. B. M. School	...	1,000	500	1,500	...	1,500	1,016	...	...	1,016	...	1,016	
SHWEGYIN ..	Shwegyin Town ...	A. B. M. School	...	...	...	...	...	...	†	...	...	...	...	..	† Aided as an indigenous School.
TOUNGOO ..	Toungoo Town ...	A. B. M. Paku-Karen School	...	1,000	...	1,000	...	1,000	261	739	...	1,000	...	1,000	
		A B. M. Bghai-Karen School	...	1,000	...	1,000	...	1,000	1,155	...	...	1,155	...	1,155	
		S. P G. St. Luke's School	119	841	...	960	...	960	896	...	..	896	122	1,018	
		S. P. G. St. Luke's Vernacular School	..	..	...	...	...	...	...	...	50‡	50	..	50	‡ For furniture.
		R. C. M. Boys' School	109	691	...	800	...	800	717	...	...	717	18	735	
		R. C. M. St. Joseph's Convent	...	200	...	200	...	200	471	...	...	471	30	501	
		A. B. M. School (Rev. Evelett)	...	...	...	...	...	...	..	...	300§	300	...	300	§ For buildings.
		Total ...	228	3,732	...	3,960	...	3,960	3,500	739	350	4,589	170	4,759	
		GRAND TOTAL ...	28,296	8,507	19,120	55,923	6,999	62,922	36,978	1,945	27,461	66,384	11,013	77,397	
									28,296	8,507	19,120	55,923	6,999	62,922	
		In the year 1883-84 ... Increase							8,682	..	8,341	10,461	4,014	14,475	
		In the year 1883-84 ... Decrease ...							.	6,562	...	.	...	...	

The net increase of expenditure, it will be observed, is Rs. 14,235, but there is a gross increase of expenditure under the principal heads of Rs. 20,797.

The analysis of the latter figure shows that an additional sum of Rs. 8,562 was awarded in results and attendance grants; Rs. 8,341 in special grants for buildings, &c., and Rs. 3,894 in additional grants to European pupils.

At the same time the supplementary grants admissible under the rules in exceptional cases have fallen from Rs. 8,507 to Rs. 1,945.

24. These figures indicate progress in the aided schools generally. They also show that the special encouragement held out to the education of Europeans has had a good effect, while the decrease in supplementary awards shows that the ordinary rates of grant have proved generally adequate.

Nearly the whole of the expenditure under the grant-in-aid rules, excluding the special grants for European pupils which are paid from provincial funds, has been borne by the municipal boards of the towns in which the principal aided schools are situated, and the above statement illustrates the liberality with which the requirements of aided schools have been met.

25. Means have not yet been found to ensure the accurate keeping and rendering of educational accounts in aided schools, and until this is done the fulfilment of the important condition of the rules, that the grant-in-aid shall in no case exceed the private expenditure, depends mainly on the good faith of managers of aided schools. The Senior Inspector, drawing special attention to this point, writes.—

"In a few schools all enquiries into receipts and expenditure are resented as interference, and inspecting officers experience difficulty in obtaining information required by the rules."

SECTION III.

University Education.

26. The college department of the Government High School, Rangoon, furnishes the only provision for university education within the province, and even this provision has not yet been rendered adequate to the wants of the province.

Detailed plans for placing the college on a proper footing were submitted to the local Government in August 1883, and after reference to the Educational Syndicate for opinion were forwarded to the Government of India in January last, the Chief Commissioner recording his opinion that it would be a discredit to the Administration if the proposed measure were postponed.

The scheme was returned to the local Government for reconsideration in March last, it has been again discussed in the Educational Syndicate, and is now before the local Government.

It is earnestly to be hoped that the current year will see the formal recognition of the college, its establishment on a firm foundation and its affiliation to the B. A. standard.

27. Meantime while the future of the college has been under discussion, the teaching staff of the institution have not relaxed their efforts for its success, and the work done in the college department in the past year is most creditable to its management. Of six candidates presented during the year for the F. A. examination five have passed, four of the five taking a place in the 2nd division.

It is probable that the sixth candidate would also have passed had he persevered in attending the examination to the end.

28. Although the college is at present only affiliated to the F. A. standard, a class of students for the B. A. degree has already been formed and the early affiliation of the college to that standard is anticipated.

The university scholarships are very liberal, and Burmese students will prefer reading for their degree in Rangoon to going beyond the province for the purpose.

29. It must be remembered that the training of the college students has hitherto been carried on by teachers who are at the same time responsible for additional heavy duties, and that the high school department for which they

were largely responsible has also been very successful, and it will be admitted that excellent work has been done in the college in the past year and that the services of the staff deserve the recognition of Government. A total of 23 students attended the college at the close of the year.

30. It is a satisfaction to add that although the proposed constitution of the college is still the subject of consideration, a very material relief has been already afforded to the superior teaching staff of the institution by the engagement of two trained masters for the high school department and the attachment of a special lecturer, a graduate of Cambridge, to the college department.

SECTION IV.

School Education (General).

(a) *Secondary Schools.*

31. The returns show a total of 43 schools providing secondary education with a total attendance of 1,813 pupils, including the number of scholars, namely, 178 (which is the same as last year), in normal schools who are preparing for the Middle School examination. Last year 43 secondary schools with 1,552 pupils were returned. The number of schools therefore remains stationary, but there is an increase of 261 pupils in attendance.

In these figures the primary departments of composite schools (that is, secondary schools with primary classes attached) are not included.

32. The working of existing secondary schools as tested by the prescribed examinations is illustrated in the following table, in which the results of examination are compared with those of the previous year :—

Institutions.		Number of pupils who passed University Entrance examination.		Number of pupils who passed Middle School examination.	
		1882-83.	1883-84.	1882-83.	1883-84.
Departmental, local fund, and municipal ...	Boys	14	15	104	123
	Girls	...	...	...	4
Total		14	15	104	127
Aided (missionary, &c.)	Boys	2	...	26	25
	Girls	...	...	15	18
Total		2	...	41	43
Aided (indigenous)	Boys	...	...	2	2
	Girls	...	...	...	...
Total		...	...	2	2
Grand Total ...	Boys	16	15	132	150*
	Girls	...	...	15	22

Scheme for extension of secondary education.

33. In my last report I stated that there was a need of considerably increased provision for secondary education in the province, and that formal proposals would be shortly submitted to Government for this purpose. In the year under report these proposals were embodied in a detailed scheme and submitted to the local Government.

The scheme was prepared in view of the orders of the Government of India issued on the Annual Report for 1881-82. In those orders it was observed that the progress of secondary education in the province was not satisfactory, and that every effort should be made to secure more favourable results.

* Excluding two private students.

34. The principal features of the scheme were—

(i) provision for raising to a higher grade 13 schools which had either outgrown their original status or had shown capacity for further development, and strengthening the teaching staff accordingly;

(ii) for attaching boarding departments to 20 secondary schools.

Half of the cost was to be borne by the municipal boards concerned and half by the provincial Government. The net charge involved for increased establishment was estimated at Rs. 25,000, of which Rs. 12,500 would be paid by this Department and the remainder distributed among the several municipal boards.

For buildings on account of boarding establishments for 20 schools the total estimate was Rs. 57,000, of which Rs. 28,500 would be debited to provincial funds.

35. The scheme was cordially approved by the local Government and commended to the several municipal and town committees under whose management the majority of the schools concerned are now placed, and a sum of Rs. 50,000 was allotted by the Chief Commissioner from provincial funds to aid in its execution.

The municipalities in their turn were unanimously in favour of the adoption of the scheme for raising the schools to a higher grade but were not in all cases in favour of the immediate establishment of a boarding department.

Unfortunately in a large proportion of cases the funds necessary for carrying these proposals into effect are not yet forthcoming either from municipal or provincial funds.

The provincial allotment on this account was excised from the sanctioned estimates of the current year, and the municipalities have been unable to meet even the modest addition to their expenditure on education which the plan involved. It may be hoped that the proposals made will be adopted gradually as funds become available. Meantime the requirements of the province in the direction of secondary education cannot be fully met.

36. Under the most economical scheme of the kind the raising of schools to a higher grade involves the employment of more and better paid teachers, and the full adoption of the measures required for the promotion of secondary education must await the provision of additional funds for the purpose.

The good progress made by Government and municipal schools originally of the primary grade justifies the proposed step in the case of existing schools, while the demand for the establishment of additional secondary schools at large and important centres of population is evidenced by reports of Inspectors and Civil Officers as well as by representations made by the people themselves.

Of the Pegu district, for example, the Deputy Commissioner writes:—

"There are many large and wealthy villages in the Pegu district which ought to have schools of a superior grade where the higher education would be imparted without the necessity of parents sending their children to Rangoon. Every township at least should, in my opinion, have a school of the better class. I feel sure these would be well attended. I beg to suggest that the wants of the district be considered in a manner suitable to its wealth and importance."

37. In urging the need for additional funds to render satisfactory progress possible, it may be appropriate here to anticipate the enquiry why the allotments made for education in previous years have usually not been fully expended. A special reference on this subject was made to the Chief Commissioner in February last, when it was explained that the occurrence of considerable yearly savings under the head of education was not without reason. The educational budget differs from some other budgets in containing a large number of items for which it is not possible to make more than a rough estimate.

We offer to schools and scholars grants of various kinds under published rules, subject to certain conditions. But it is never possible to estimate accurately the extent to which advantage will be taken of these offers, and in such cases it has always seemed better to estimate fully for our requirements than by underestimating to be driven to refuse grants offered under standing rules. In the case of sanctioned establishments and allowances accuracy can generally be

ensured, but it is otherwise with such items as results-grants, stipends to normal students, building grants to primary schools, salaries of certificated teachers, books, &c. It cannot be known beforehand what number of recruits will join the normal schools, what number of students will go out with certificates and be employed either in independent schools or as assistants in existing schools, what number of pupils will gain scholarships, or what amounts will be earned under the results system either in grant-in-aid or indigenous schools; and so long as the present system of aiding schools is maintained, there will always be a likelihood of considerable variation between the estimates and the actual expenditure. It may be hoped therefore that short expenditure in former years, although matter for regret, will not be made the ground for withholding supplies necessary to the adoption of measures of which the great importance has been urged by the Government itself.

Some general remarks may now be made on the state of secondary education in each division of the province.

Secondary education in the Arakan division.

38. No addition has been made to the number of secondary schools, three, exclusive of the normal school, Akyab, in this division, but the proposal to attach a boarding establishment to the schools at Akyab, Kyaukpyu, and Sandoway has been favourably received by the municipal boards, and the current year will see the commencement of the plan: much of course will depend on the interest taken by head masters in the boarding departments and the care and economy with which they are managed; but if properly managed, it may be hoped that both town and district will benefit by entertainment of boarders at the district school.

There will still be room, at least in the Akyab and Kyaukpyu districts, for the establishment, whenever the necessary funds are available, of secondary schools in important places.

The working of each of the three institutions which provide secondary education in Arakan will here be noticed.

Akyab High School.

39. This prominent and useful school has suffered to a lamentable extent during the past year from an unfortunate want of harmony in the teaching staff. On the occasion of my visit to Akyab in November formal reference was made to me on the subject by the Municipality, and by my advice a change was subsequently effected. Meantime the school has suffered, and while the senior department under the head master, Mr. Simeon, was successful in passing five candidates at the Entrance examination, the middle school, for which Mr. Campagnac was held responsible, passed only two candidates at the Middle School examination.

It may be confidently expected that the school will now recover its position, and under Mr. Simeon's able management again take its place among the leading schools of the province. The school has a total attendance of 132 pupils under secondary instruction.

An industrial department of the school has been opened as an experiment, and the current year will probably see the establishment of the much-needed boarding department.

Kyaukpyu.

40. This school, with a total attendance of 123 pupils, of whom 23 are in the middle department, has worked steadily under Mr. Jones, the head master, and two candidates out of seven succeeded in passing the Middle School examination. The new schoolhouse, which I inspected in November last, is well adapted to its purpose, and with the establishment of a boarding department the school should make good progress. It is however at present very poorly supported by the indigenous schools, which should be its principal feeders.

Sandoway.

41. Here also two candidates out of seven succeeded in passing the Middle School examination, a poorer outturn than last year. The middle department at present only numbers 15 pupils. The Inspector reports favourably of the general condition of the school, which has a total attendance of 116 pupils; and the primary department did very well on examination.

The Municipality has accepted the proposal to attach a boarding department to the school, and under Mr. Cloney's management there is every promise of its success.

Secondary schools in the Pegu division.

42. For the five districts comprised in this division, with a total population of 1,169,021, there exist 17 schools providing secondary education. Of these 15 are situated in the town of Rangoon.

This division being traversed by the railway, the boarding schools of Rangoon are easily accessible from all districts. There are however large and populous municipal towns in the division for which special provision in this direction is greatly needed; and the scheme of secondary education above noticed provides for raising several existing primary schools at such places to the grade of middle schools, a measure of which want of funds alone at present prevents the adoption.

43. The work of the year in larger and more important secondary schools as tested by the University Entrance and Middle School examinations has been satisfactory. Ten candidates passed the University Entrance (compared with nine last year) and 91 the Middle School examination.

Of the successful schools the lead is taken by the Government High School, Rangoon, and its adjunct the municipal middle school.

Other successful secondary schools are St. John's College, St. Paul's, Rangoon, St. John's Convent, Rangoon, the Burmese Girls' School, Kemmendine, and the Municipal Middle School, Prome.

The success of the young middle department of the municipal primary school at Paungdè in passing three candidates at the Middle School examination is especially worthy of notice, and the present establishment of this school on the footing of a middle school will, it is hoped, not be long delayed.

The working of individual schools will now be reviewed separately.

Government High School, Rangoon.

44. This important institution, although labouring under great difficulties in the absence of a complete staff of teachers for the high school department, has been conspicuously successful, both at the University Entrance and Middle School examinations; 10 out of 15 candidates passed the Entrance examination and 26 out of 32 the Middle School examination; of the latter six were entitled to scholarships.

The middle school is under the management of the Municipality, and the liberality of the Board in meeting all the requirements of the school has been well repaid. The high school remains under the control of this Department.

Both departments are in charge of Mr. J. H. Gilbert, the Principal of the high school, to whose judicious administration and untiring industry the institution continues to be largely indebted.

The boarding department has been well and economically managed by Mr. Gray, head master of the middle school, under the Principal's direction, and new arrangements introduced during the year for its supervision seem to be working satisfactorily. The attendance at the close of the year consisted of 28 pupils in the high school and 175 in the middle school.

A total of 160 students are received in the boarding department, of whom 78 are students of the normal school. Arrangements have been proposed and sanctioned for removing the normal school from its present locality in the high school premises, a change which is very desirable.

St. Paul's Institution, Rangoon.

45. Fifty-one pupils are under secondary instruction in this school, which under the Christian Brothers has long held a leading place among aided institutions.

The middle department succeeded in passing seven candidates at the Middle School examination, a better result than last year, but no candidate was successful at the University Entrance examination.

The Inspector reported that the teaching staff was not sufficiently strong, and the managers have readily acted on the advice given and the staff of teachers is now complete. The Inspector rightly observes that the province generally is much indebted to the Christian Brothers for the good education they have provided for many years.

St. John's College, S. P. G., Rangoon.

46. This large institution returns 42 pupils under secondary instruction. Although no pupil has yet passed the University Entrance examination, the school stands first among aided secondary schools this year, having passed the largest number, eight, at the Middle School examination.

The institution includes the Diocesan Orphanage; and in the statistical returns the branch primary school in the suburb of Pazundaung is also included.

The Inspector considers the present senior teaching staff too weak to do full justice to a school of this grade.

The primary department of the school, which has been very successful, will be noticed elsewhere.

Pegu High School (for Karens), Kemmendine.

47. This is one of the leading Karen schools in the province with a total attendance of 242 pupils (54 being girls), of whom 29 are under secondary instruction.

Tested by the provincial examinations the work of the year has not been very successful, one pupil only having passed the Middle School examination and only eight the Primary School examination. Nevertheless I endorse the Inspector's opinion of the very valuable work being done by this school. Speaking of this and the similar school at Bassein, Mr. Hodson says "these schools are working a reformation amongst the Karens."

It must be remembered that a school of this kind has a wide influence on Karen villages in the interior from which the pupils are drawn and to which they return.

The Inspector also rightly draws attention to this institution as good example of the principle advocated by the Education Commission, "that the private effort which it is intended to evoke is that of the people themselves." The whole of the establishment has been provided and is maintained by the Karens themselves, considerable sums having been invested as a permanent endowment to which yearly additions are made. The same excellent system is now being initiated in Karen villages.

I may perhaps in conclusion quote the words of the Inspector's notice of the school, which are, I believe, fully justified:—

"Not only the thoroughness and variety of the instruction but also the carriage and behaviour of the boys and girls command admiration. Without in any way disturbing national modes of life the pupils are taught to work in the schoolroom intelligently and in the workshop skilfully; to be sober, clean, truthful, and useful; a taste for intellectual recreation is also imbibed, and the young men and women who leave this school are fitted to be good and happy members of Karen society as well as loyal subjects to the British Government."

48. Of the remaining secondary schools for boys in this division, the principal school at Prome has made noticeable progress, having passed six candidates out of nine at the Middle School examination. The Inspector observes that the number under secondary instruction is not large but the tuition is good. Mr. Stapley, the head master, deserves credit for patient and perservering efforts for the progress of the school, and is to be congratulated on the results of the work of the year.

49. The Diocesan Boys' School for Europeans and the Lutheran Mission School for Tamils at Rangoon have both failed to pass any candidate for the Middle School test.

The latter school has very lately opened a middle department. The failure of the Diocesan School is due to ignorance of a second language and of arithmetic, for which it is difficult to hold the managers blameless.

50. The municipal school at Paungdè, nominally of the primary grade, has distinguished itself by passing three candidates at the Middle School examination notwithstanding the absence of a recognized middle school establishment.

The school is entirely under Native management and does much credit to its head master, Maung Maung, and his assistants, Maung Tun Zan U and Maung Kyaw Hla Bu.

Secondary schools in the Irrawaddy division.

51. The four districts of this division contain a total of six schools recognized as providing secondary education. Two of the number are not yet provided with a complete estab-

lishment, and the scheme of secondary education initiated during the year provided for this, and also for raising the Bassein Municipal School to the standard of the University Entrance, measures which seem justified by the success of the schools concerned and the importance of the towns where they are placed.

Until such measures are adopted, no material advance in secondary education can be expected; but the plan is at present in abeyance for want of the funds necessary for its adoption, excepting at Henzada, where a middle school has been already formed.

The proposal to raise the status of the Bassein Middle School to that of a high school is also still the subject of consideration.

52. The secondary schools in this division have been less successful than last year at the provincial Middle School examination, only five passes being scored against nine last year. The failure is in the Bassein Middle School. The Karen school at Bassein passed two candidates against one last year.

The illustration of these remarks will be found in the following notices of individual schools :—

Municipal School, Bassein.

53. Of a total attendance of 437 pupils, 81 are under secondary instruction.

Only three pupils passed the last Middle School examination, the failures being in history and geography, while in other subjects general improvement was shown. In the primary school, especially the lower section, the results of examination were creditable, and throughout the school there is evidence of good work done notwithstanding a smaller outturn. The Inspector notices the teaching of the English language as a specially weak point, due to the imperfect qualifications of the junior teaching staff.

The very large attendance testifies to the continued popularity of the school under Mr. Bird, and I trust that in the current year the grade of the school may be raised and classes formed for teaching to the University Entrance standard.

Sgau-Karen school, Bassein.

54. This large and important institution, with a total attendance of 224 pupils, is reported to stand first among Karen schools. In the matter of buildings and equipment it is almost without a rival among all schools in the province; and in regard to establishment, endowments, system, and influence, the description already given of the similar institution at Rangoon is no less applicable here.

The endowment fund indeed is many times richer than that at Rangoon, upwards of Rs. 43,000 having been raised, almost exclusively from the Christian Karen community, and invested for the permanent maintenance of the institution.

The number of pupils passing the Middle School standard is as yet very small, two out of 10 having been successful at the last examination; but there is no question of the thoroughness of the teaching or of the wide and beneficial influence exercised by the school over a large Karen community.

St. Andrew's S. P. G. School, Thayetmyo.

55. This is the only English school in the district. Nine pupils are reported to be under secondary instruction and making good progress, but none have yet passed the Middle School examination.

In the primary departments the school obtained creditable results at the last examination. It is questionable however whether under present arrangements this institution fully meets the wants of the place. There is a total attendance of 115 pupils.

56. Of the remaining secondary schools in the division, the municipal school at Henzada, with an attendance of 148 pupils, although successful in its primary departments, has not yet justified its place in the middle grade.

The girls' department, long maintained in connection with this school, has lately been made a separate institution.

57. The report of St. Peter's School at Bassein, under the Roman Catholic Mission, shows that it has retrograded, and that on St. Peter's School at Henzada under the S. P. G. is very unfavourable. No pupil has been successful at any examination during the year. The school has very lately been placed under new management.

58. Every district in this division is provided at its headquarters with good secondary schools, the majority of which have been successful at the test examinations of the year. There is however, as reported last year, need for additional secondary schools at the more important towns of the interior.

Secondary schools in the Tenasserim division.

There is only one school in the division teaching to the University Entrance standard, namely, the Government high school at Moulmein, and I report with regret that the school failed to pass any candidates at the last examination.

59. Seventeen middle schools are returned in this division, of which five are under municipal management and 12 are aided under the grant-in-aid rules.

The schools successful at the Middle School examination are the municipal middle schools of Moulmein, Tavoy, Mergui, Shwegyin, and Toungoo, and the aided schools of St. Patrick, St. Augustine, St. Joseph, the Diocesan Orphanage, and the A. B. M. School at Moulmein and the S. P. G. School at Toungoo.

On the whole the middle schools in this division have worked well. The municipal schools especially have made noticeable progress. I append a notice of the working of each school.

60. One hundred and forty-eight pupils are returned as under secondary instruction. Of these 17 are reading for entrance to the university. The candidates for the Entrance examination at the last examination were all unsuccessful. At the Middle School examination five candidates out of 21 passed. These results are very poor compared with those of the preceding year.

Municipal School, Moulmein.

The Inspector attributes the failure in the Entrance class to its being almost exclusively in the hands of a single teacher, the head master, a very sufficient reason, and in the middle school to the quality of the recruits sent up from the practising school attached to the normal school.

It is probable that a primary department will be opened in direct connection with the municipal school (a measure which ought not however to be necessary if the indigenous schools were what they ought to be), and I trust that it may be possible to strengthen the superior staff. Mr. Adams has worked diligently but needs the support of a qualified second in command for the Entrance classes.

61. The remaining four municipal schools in the division, at Tavoy, Mergui, Shwegyin, and Toungoo, have all worked well in the past year.

The *Toungoo* School has much improved under Mr. Mariano and obtained its first success at the Middle School examination, passing four candidates out of 13.

The *Shwegyin* School passed four out of six and is doing well under Mr. Mackertoom.

The *Tavoy* School is making good progress under Mr. Lonsdale, passed two out of five candidates for the Middle School examination, and did remarkably well at the inspection of the primary department.

Mr. Brodie, the officiating head master of the *Mergui* School, also deserves credit for the passing of all three of the candidates presented for the Middle School examination.

62. The aided secondary schools in this division have not been very successful at the last Middle School examination. The lead is taken by *St. Augustine's School* under the S. P. G. at Moulmein, which passed three candidates. The *Diocesan Orphanage* passed two candidates, and *St. Patrick's* School and the *American Mission Boys' School* one candidate each. The results in St Patrick's School, which maintains its popularity and has a stong teaching staff, are disappointing.

63. At St. Augustine's School out of 157 pupils, 18 only are under secondary instruction and the passing of 16 per cent. is creditable. The school is a promising one, is under efficient superintendence, and in the new buildings lately provided will probably show continued progress.

64. The American Mission Boys' School is well managed by Miss Barrows and obtained its first success this year at the Middle School examination. The primary department passed a very creditable examination. The boarding department of the school is excellently managed and fits the pupils well for practical life.

65. The Diocesan Orphanage has worked well and deserves its success.

66. Neither the Eurasian Home nor the town school for Europeans has met with success. It is proposed to amalgamate the latter school, which has been maintained under great financial difficulties, with the Diocesan Orphanage, and the plan is now under consideration.

The Eurasian Home as a teaching institution is at present a failure and its condition is far from satisfactory.

67. The Karen school at Daingwunkwin has an average attendance of 95 pupils and is doing very useful work. A small middle department of 11 pupils has been formed but has not yet presented candidates for examination. The results of examination in the primary departments were very good.

The similar school at Tavoy shows satisfactory general progress, but the net results of examinations were small.

68. Two aided schools at Toungoo remain to be noticed. St. Luke's S. P. G. maintains its reputation and is reported as the best aided school in the district. Only one candidate out of 18 passed the Middle School examination this year, but the primary department obtained better results. The school has a total attendance of 134 pupils.

69. The aided school under the Roman Catholic Mission is crippled for want of funds; its head master has taken service under the Municipality, the school has manifestly retrograded, and the Inspector sees no immediate prospect of its revival. No candidates were presented for the Middle School examination, and the results of inspection in the primary department were very poor.

(b) Primary Schools.

70. A large increase has to be recorded in the number of primary schools under inspection, in the number of pupils under primary instruction, and in the number of pupils who have been successful both at the provincial and departmental examinations.

It is satisfactory to add that the increase is due not only to greater activity on the part of the inspecting staff but to better work done by teachers (including the teachers of indigenous schools) and to greater appreciation by the people of the advantages of education.

The evidence of this increased educational activity is found in the establishment of many new schools, in the increased attendance of pupils even where the number of schools has not increased, in the remarkable increase in the amounts of results-grants earned, and in the higher standard of instruction reached in indigenous schools.

General working of primary schools.

71. The assimilation of the indigenous school standards to the provincial standards renders possible a clearer representation than in former years of the working of primary schools generally, and while a very erroneous impression would be formed if success, especially in indigenous schools, were measured strictly by the number of pupils fully passing the provincial standards prescribed for the Upper and Lower Primary School examinations, it is interesting to note the extent to which those standards have been accepted and reached.

Many pupils who can read and write well and know something of arithmetic are properly excluded from the return of passed pupils. They have nevertheless already gained a good elementary education and have earned grants for the schools in which they are taught.

The indigenous lay schools are beginning to adopt the full course for the provincial standards. Monastic schools fall in less readily with the scheme, unless they obtain the services of a certificated teacher and the demand for such aid seems to increase from year to year.

72. The following comparative statement illustrates the progress of the year as tested strictly by the provincial standards in the schools of each class :—

Class of institution.	Number of primary schools under inspection.		Attendance.		Number of pupils passed the Upper Primary examination.		Number of pupils passed the Lower Primary examination.	
	1882-83.	1883-84.	1882-83.	1883-84.	1882-83.	1883-84.	1882-83.	1883-84
1.—Public institutions under public management ...	28	29	2,894	2,952	155	144	230	260
2.—Public institutions under private management—								
(a) Missionary and others..	44	49	4,089	4,311	222	192	287	153
(b) Indigenous — Burmese...	3,546	4,121	92,977	110,984	12	108	105	476
(b) Indigenous — Karen ...	239	469	5,447	7,379	7	33	12	82

73. Excepting in the case of indigenous institutions, where the progress is very noticeable, the statement is not indicative of much advance in primary schools. The weakness shown in the primary departments of "composite" schools is attributed to the employment of ill-qualified teachers in the junior classes.

The municipal boards are alive to this defect and now uniformly apply for the services of certificated masters on the occurrence of vacancies.

74. Taking all primary school passes together there is an increase of 41 per cent. on last year's figures, the increase coming mainly from indigenous schools.

We may fairly hope that greater progress will be made year by year, and that in dealing with the indigenous educational system we are on the right track. So long however as it is necessary to class the great mass of indigenous schools as "unaided," not because aid is not offered to all alike but because it is still only in a small minority that any grant can be earned by the lowest standard in any subject, so long will it be impossible to feel entirely satisfied with the results of our plans for the furtherance of primary education.

Working of indigenous schools.

75. The statistics of indigenous schools for the year under report are encouraging, and it will be proper here to review shortly the general working of the departmental system during the year.

Increased educational activity in Senior Inspector's circle.

The circle of the Senior Inspector, containing the most thriving districts of the province, naturally continues far in advance of that of the Junior Inspector, which includes the districts more sparsely populated and more remote from the great commercial centres.

In an interesting chapter on the indigenous schools the Senior Inspector shows that the large increase of expenditure on results-grants (from Rs. 20,737 in 1882-83 to Rs. 41,479 in the year under report), while partly due to the strengthening of the inspecting staff and to increased liberality in the offers made by Government, has been mainly brought about by the improvement affected in the indigenous schools (notably by the rapid development of the schools which have accepted the services of masters certificated by the Department), by the establishment of numerous new schools, by the wider range of instruction now adopted, the longer annual session of schools, and the employment of assistant masters in some cases by private managers at their own expense.

76. It is shown too that while the best of the schools already work beyond the primary school standards and prepare pupils for the Vernacular Middle School examination (especially with a view to their obtaining teachers' certificates), the elementary training of the pupils has also improved. Children now learn to read more quickly than under the indigenous methods, and the managers of schools to which the pupils proceed testify to the improvement of the material of which their primary school classes is formed.

77. It is noteworthy that the indigenous schools are more and more serving as the regular feeders of schools of a higher grade. The head master of the

Government normal school at Rangoon also reports that there is a perceptible advance in the standard of attainments of candidates for training as teachers, a very encouraging sign of improvement in the general standard of primary education.

"Amongst the Karens," the Inspector adds, "the progress is very marked," a remark which will be fully illustrated below.

A further point for notice is the good effect already produced by the inducements held out for the encouragement of female education.

Comparison of lay and monastic schools.

78. The inspection reports show that throughout the province the lay schools continue as a general rule to surpass the monasteries in popularity and efficiency; at the same time the statistics show that the far more widely spread machinery of the monastic schools has been not less strikingly influenced and strenghened by the existing system, while some of these schools conducted by monks who are not surpassed in their active interest in education have earned some of the highest results-grants awarded during the year.

In a statement of grants earned, of the four schools which head the list with grants of upwards of Rs. 1,000, the second and third places are taken by monastic schools.

Progress slow in Junior Inspector's circle.

79. In the circle of the Junior Inspector also progress is shown under every head, but the progress is slow and not such as to afford matter for special satisfaction.

In treating of the districts of each circle separately I shall indicate some causes of the comparative backwardness of these localities and suggest means for increasing educational activity.

80. The following summary in the usual form of the statistics of indigenous schools will serve as an illustration of the remarks just made.

It will be seen that a large increase is shown under every head of the summary :—

Statistical Summary of Indigenous Primary Vernacular Schools aided by Results-grants during the year 1883-84.

District	Locality.	SCHOOLS ON THE INSPECTION LIST. Monastic. Number of schools	Monastic. Number of pupils during full season. Boys.	Lay. Number of schools.	Lay. Number of pupils during full season. Boys.	Lay. Number of pupils during full season. Girls.	SCHOOLS INSPECTED DURING THE YEAR. Monastic. Number of schools.	Monastic. Number of pupils during full season. Boys.	Lay. Number of schools.	Lay. Number of pupils during full season. Boys.	Lay. Number of pupils during full season. Girls.	SCHOOLS AIDED BY RESULTS-GRANTS DURING THE YEAR. Monastic. Number of schools.	Monastic. Number of pupils during full season. Boys.	Monastic. Number of pupils earning results-grants. Boys.	Monastic. Number of pupils who passed. Upper Primary School examination. Boys.	Monastic. Number of pupils who passed. Lower Primary School examination. Boys.	Lay. Number of schools.	Lay. Number of pupils during full season. Boys.	Lay. Number of pupils during full season. Girls.	Lay. Number of pupils earning results-grants. Boys.	Lay. Number of pupils earning results-grants. Girls.	Lay. Number of pupils who passed. Upper Primary School examination. Boys.	Lay. Number of pupils who passed. Upper Primary School examination. Girls.	Lay. Number of pupils who passed. Lower Primary School examination. Boys.	Lay. Number of pupils who passed. Lower Primary School examination. Girls.	Amount of results-grants earned. Rs.	A.	P.
Akyab	Akyab Town ...	1	93	6	350	74	1	93	6	350	74	1	93	15	1	...	6	350	74	52	3	4	...	5	...	504	0	0
	Outside municipal limits ...	185	2,731	1	10	3	185	2,731	1	10	3	18	557	105	...	...	1	10	3	3	2	...	...	...	...	314	0	0
Northern Arakan ...	*Nil.*																											
Kyaukpyu	Kyaukpyu Town ...	23	409	3	20	42	23	409	3	20	42	...	...	...	...	...	1	5	20	...	5	...	...	...	...	20	0	0
	Outside municipal limits ...	23	496	7	108	23	23	496	7	108	23	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Sandoway	Sandoway Town ...	1	5	4	174	26	1	5	4	174	26	...	...	...	...	...	1	96	16	20	3	6	2	9	...	250	0	0
	Outside municipal limits ...	8	101	4	184	31	8	101	4	184	31	...	...	...	...	...	2	47	10	7	4	...	...	...	...	52	0	0
Rangoon Town	Rangoon Town ...	164	2,531	44	1,498	878	164	2,531	44	1,498	878	27	948	225	...	8	38	1,436	840	458	171	4	...	59	4	4,472	0	0
Hanthawaddy	Hanthawaddy ...	317	8,888	41	713	533	317	8,888	41	713	533	41	1,627	103	...	...	16	433	229	71	17	...	...	17	3	960	8	0
Pegu	Pegu Town ...	10	382	3	30	43	10	382	3	30	43	7	327	49	...	1	3	30	43	2	5	...	...	...	...	272	0	0
	Outside municipal limits ...	367	10,039	47	584	546	367	10,039	47	584	546	119	4,738	354	...	7	20	367	278	23	21	...	...	...	...	1,696	0	0
Tharrawaddy	Thônze Town ...	11	473	7	262	73	11	473	7	262	73	11	473	37	...	...	5	232	63	61	9	6	...	1	2	876	0	0
	Gyobingauk Town ...	2	133	3	120	21	2	133	3	120	21	2	133	39	...	...	3	120	21	54	5	...	...	19	2	386	0	0
	Outside municipal limits ...	120	5,240	25	572	331	120	5,240	25	572	331	73	2,239	418	...	53	18	175	202	36	31	...	...	4	...	3,511	0	0
Prome	Prome Town ...	65	1,000	16	595	282	61	936	16	595	282	22	500	47	...	...	14	556	275	119	52	12	6	22	7	1,933	0	0
	Shwedaung Town ...	43	839	8	198	109	43	839	8	198	109	20	572	60	3	2	8	198	109	58	20	10	...	8		1,200	0	0
	Paungdè Town ...	11	429	3	123	41	11	429	3	123	41	5	351	43	...	2	3	123	41	21	12	3	...	1	1	454	0	0
	Outside municipal limits ...	357	7,310	56	807	236	211	6,915	25	427	188	83	4,042	177	...	...	16	324	125	42	12	1	...	...	...	1,000	0	0
Thôngwa	Ma-ubin Town ...	3	116	1	75	17	3	116	1	75	17	1	48	12	...	...	1	75	17	24	...	...	...	6	...	162	0	0
	Yandoon Town ...	33	524	9	288	162	33	524	9	288	162	6	160	23	...	...	5	236	89	70	27	1	...	9	3	902	0	0
	Pantanaw Town ...	15	253	1	116	54	15	253	1	116	54	4	134	12	...	...	1	116	54	26	3	...	...	6	...	302	0	0
	Danubyu Town ...	12	274	3	92	55	12	274	3	92	55	6	238	59	...	14	2	72	51	22	4	...	...	...	...	554	0	0
	Outside municipal limits ...	269	6,837	33	647	300	269	6,837	33	647	300	55	1,986	107	...	...	12	342	106	53	13	...	...	...	...	676	0	0
Bassein	Bassein Town ...	30	923	8	372	85	15	586	6	302	48	5	464	119	...	7	6	302	48	65	18		...	7	...	2,370	0	0
	Nathaunggyaung Town ...	10	277	3	55	48	10	277	3	55	48	4	205	44	1	...	3	55	48	3	3	...	...	...	...	298	0	0
	Lemyethna Town ...	20	342	8	168	93	28	342	8	168	93	3	100	3	...	...	4	129	57	19	8	...	...	...	...	152	0	0
	Outside municipal limits ...	263	5,930	29	604	212	131	3,311	15	476	141	46	676	210	1	18	14	440	137	95	27	...	...	4	...	2,508	0	0
Henzada	Henzada Town ...	27	548	11	365	156	27	548	11	365	156	6	254	77	4	12	4	222	94	45	9	6	...	12	2	1,350	0	0
	Myanaung Town ...	1	50	4	53	44	1	50	4	53	44	1	50	19	2	4	...	...		...	...	...	...	...	...	16	0	0
	Zalun Town ...	6	151	3	105	38	6	151	3	105	38	1	63	17	1	2	1	63	23	19	1	...	...	1	...	356	0	0
	Kyangin Town ...	24	530	3	136	87	24	533	3	136	87	5	225	8	...	...	3	136	87	15	7	...	...	3	...	350	0	0
	Outside municipal limits ...	111	3,011	21	288	168	111	3,011	21	288	168	17	678	126	1	5	1	11	11	6	7	...	...	...	...	954	0	0
	Carried over	3,532	60,874	415	9,712	4,801	2,243	57,459	368	9,134	4,655	589	22,881	2,508	14	135	212	6,701	3,171	1,488	499	53	8	193	24	29,250	8	0

Statistical Summary of Indigenous Primary Vernacular Schools aided by Results-grants, &c.—(concluded).

District.	Locality	SCHOOLS ON THE INSPECTION LIST					SCHOOLS INSPECTED DURING THE YEAR.					SCHOOLS AIDED BY RESULTS-GRANTS DURING THE YEAR.													Amount of results-grants earned
		MONASTIC.		LAY.			MONASTIC.		LAY.			MONASTIC.					LAY								
		Number of schools.	Number of pupils during full season	Number of schools	Number of pupils during full season.		Number of schools.	Number of pupils during full season.	Number of schools.	Number of pupils during full season		Number of schools.	Number of pupils during full season.	Number of pupils earning results-grants.	Number of pupils who passed: Upper Primary School examination	Number of pupils who passed: Lower Primary School examination.	Number of schools.	Number of pupils during full season.		Number of pupils earning results-grants		Number of pupils who passed: Upper Primary School examination.		Number of pupils who passed: Lower Primary School examination.		
			Boys.		Boys	Girls.		Boys		Boys.	Girls		Boys.	Boys	Boys.	Boys.		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Rs A. P.
	Brought forward ...	2,532	60,874	415	9,712	4,801	2,243	57,459	368	9,134	4,655	589	22,881	2,508	14	135	212	6,701	3,171	1,488	499	53	8	193	24	29,250 8 0
THAYETMYO	Thayetmyo Town .	10	310	6	138	92	10	310	6	138	92	...	...	...	...	...	4	90	69	9	6	...	...	...	...	64 0 0
	Allanmyo Town ...	11	430	1	26	4	11	430	1	26	4	7	533	24	...	...	1	26	4	1	..	...	...	...	..	102 0 0
	Outside municipal limits ...	187	6,242	13	194	107	187	6,242	13	194	107	63	2,470	183	...	3	4	44	24	...	5	..	..	...	...	863 0 0
MOULMEIN TOWN	Moulmein Town ...	71	1,310	17	937	507	60	1,131	11	605	347	1	75	42	...	5	10	527	305	79	34	...	...	...	...	1,446 0 0
AMHERST	Thatôn Town .	12	353	.	..	..	12	353	...	.	.	1	35	2	..	...	..	...	..	...	...	...	...	...	...	12 0 0
	Kawkareik Town ...	2	99	1	46	31	2	99	1	46	31	2	99	5	...	...	...	..	..	...	...	...	...	..	...	20 0 0
	Outside municipal limits ..	187	4,451	11	361	129	187	4,451	11	361	129	22	1,013	153	...	4	6	257	81	31	8	.	...	...	...	1,310 0 0
TAVOY	Tavoy Town	53	1,637	15	686	232	53	1,637	15	686	232	...	..		...	...	8	522	204	95	18	5	2	36	7	1,346 0 0
	Outside municipal limits ...	54	1,426	3	65	2	54	1,426	3	65	2	11	477	20	...	...	1	38	...	1		..	...	..	.	44 0 0
MERGUI	Mergui Town ...	24	793	9	178	156	24	793	9	178	156	11	504	31	...	...	5	134	103	13	15	...	...	9	1	458 0 0
	Outside municipal limits ..	20	647	2	100	22	20	647	2	100	22	5	217	9	...	...	1	91	20	5	...	..	...	5	...	124 0 0
SHWEGYIN	Shwegyin Town	18	510	6	281	115	18	510	6	281	115	3	177	107	7	8	4	225	91	99	23	6	1	14	3	3,953 0 0
	Kyeikto Town	10	434	3	120	32	10	434	3	120	32	2	74	16		..	1	48	2	15		1	...	1	...	156 0 0
	Outside municipal limits ...	198	7,557	32	989	398	186	7,119	30	868	395	13	751	71	3	6	9	386	168	72	27	1	...	1	1	826 0 0
TOUNGOO	Toungoo Town	25	416	10	292	21	25	416	10	292	21	12	362	78	...	...	7	123	21	72	29	6		15	5	1,285 0 0
	Outside municipal limits ...	157	2,206	6	296	219	125	2,128	6	296	219	31	761	108	...	..	3	85	219	11	1	...	1	..	...	319 0 0
SALWEEN ..	*Nil.*																									
	GRAND TOTAL ...	3571	89,695	550	14,421	6,868	3,227	85,581	495	13,390	6,559	773	30,231	3,356	24	161	276	9,297	4,503	1,991	665	72	13	274	41	41,577 8 0
	Add Karen primary schools ..	66	1,012	403	4,116	2,251	66	1,012	233	3,996	2,168	8	191	19	...	..	119	2,594	1,457	612	292	33	...	69	13	5,601 0 0
	Total for the year 1883-84 ...	3,637	90,707	953	18,537	9,119	3,293	86,593	728	17,386	8,727	781	30,422	3,375	24	161	395	11,891	5,959	2,603	957	105	12	343	54	47,178 8 0
	Total for the year 1882-83 ...	3,182	77,811	603	13,933	6,680	2,682	68,028	515	12,528	5,993	631	23,763	2,179	.	...	313	9,598	4,434	1,901	612	..	..	.	.	23,053 0 0
	In the year 1883-84. Increase ..	455	12,896	350	4,604	2,439	611	18,565	213	4,858	2,735	150	6,659	1,196	24	161	82	2,293	1,525	702	345	105	12	343	54	24,125 8 0
	In the year 1883-84. Decrease ...	...	.	.	...		...	...	.	.			.	.	...	...		..	.	..	.	...	...	...		..

Changes in the Departmental System.

Adoption of provincial standards.

81. The principal change in the existing system of vernacular education which has been brought into operation during the past year is the amalgamation referred to in the last report of the standards of examination for indigenous schools with the provincial standards for lower primary, upper primary, and middle schools.

This important change has been effected not only without causing hardship to the indigenous schools but with the effect of at once improving the teaching of the schools. Last year was the first in which the prescribed provincial standards had been passed by any pupil of indigenous schools. The figures given above, paragraph 72, show how great an advance has been made during the year; whereas in 1882-83 only 117 pupils passed the lower primary and 19 the upper primary examination, the corresponding figures for 1883-84 are 558 and 141 respectively.

Grants offered for additional subjects.

82. During the year under report the system has been rendered more liberal by the inclusion of additional subjects in the list of special subjects for which results-grants are offered, and also by the renewal of the offer (formerly discontinued) of grants for female pupils at rates 50 per cent. higher than for boys.

In addition to the compulsory subjects for the primary and middle school standards, results-grants are now payable for physiology, sanitation, and agriculture.

A very short experience has shown however that it is necessary in the interests of schools that restrictions should be placed on the presentation of candidates for the additional or optional subjects. Under a system of results-grants there is a temptation to give exclusive attention to the most paying subjects to the neglect of necessary subjects, and it has been proposed in future to restrict the offer of grants for optional subjects to candidates who have passed a prescribed test in necessary subjects.

Proposal to establish independent schools in backward districts.

83. Formal proposals have also been submitted for supplementing the existing system, which operates successfully only where the indigenous machinery is in healthy operation, by the establishment in backward localities of a limited number of independent schools under certificated masters paid from local funds.

The disposal of this plan awaits the formation of the proposed rural boards for local self-government to whom the question is to be referred.

Introduction of a system of salary grants to certificated teachers.

84. Lastly, a radical change has been proposed (and sanctioned since the close of the year) in the status of the certificated teachers trained in the normal schools. Hitherto these teachers have joined the public service as officers of this Department, and a caution from the Government of India to the effect that pensionary liabilities should not be unnecessarily incurred led to the preparation of a scheme by which all certificated teachers should in future be employed on an independent footing under a system of salary-grants instead of being appointed to the public service.

In lieu of the prospect of pension the scheme offers a higher scale of salaries to certificated teachers, while the State is guarded against excessive claim for salaries by the provision that the salary-grants are payable in approved schools only, and that each local or municipal board will determine from year to year the number of certificated teachers which it is prepared to employ.

The details of the scheme will be found in the appendix, page iv, and the effect of its adoption will be the subject of future report.

General results of the departmental system.

85. The general improvement shown in indigenous schools in 1883-84, modest though it may seem will it is hoped serve to justify the procedure which has been followed in dealing with the national educational system of the province.

The voluntary system under which the indigenous schools are tested and aided, while it has had the effect of disarming opposition and enlisting the co-operation of managers has necessarily called for patience on the part of those entrusted with its working. Progress has been slow from year to year, and the apparently insignificant outturn of the system in the past has even led some to question the full recognition by this Department of the importance of the object in view, or the reality of the efforts which were being made for its attainment.

It is certain however that any more active pressure by the Department on the indigenous schools would have been full of danger to the success of a delicate experiment and one of vital importance to the welfare of the province. In one district of the province the effects of the mischief done by a single injudicious Deputy Inspector ten years ago are felt to this day.

86. It is satisfactory to notice that the recommendations of the late Indian Education Commission in regard to the treatment of indigenous schools afford a strong confirmation of the policy which has been followed in this province, nearly every recommendation of the Commission under this head having been already anticipated.

Working of Karen primary schools.

87. The peculiar position in the provincial population held by the Karens has been sufficiently explained in former reports, and it is known that to meet the exceptional circumstances of this large scattered section of the people special educational measures have been adopted. Karen schools are offered the full benefits of the indigenous school system applied to Burmese schools, and have in addition a special system of grants for teachers' certificates, the standard for such certificates being lower than that for students of normal schools.

Further the Karen schools in the Pegu and Irrawaddy divisions are excluded from the circles of the District Deputy Inspectors of Schools and placed under the supervision of two special Deputy Inspectors who are Native Karens.

The report of the working of this system shows that it has already produced good fruit and affords ground for hope for the future. The Karen Deputy Inspectors have worked well, and their inspections have had a marked effect on the schools.

Karen schools in Irrawaddy.

88. In the Irrawaddy division 19 more certificated teachers have been entertained; 934 more children are under instruction (of whom 321 are girls); and the amount disbursed in results-grants has risen from Rs. 894 to Rs. 3,473.

These are however not the only signs of progress. The Inspector reports that year by year the length of the school session is extended, an improvement which is encouraged by the award of a full year's salary-grant in the case of schools in session for nine months. Holders of Karen certificates are now anxious to obtain the full departmental certificates and are beginning to join the normal school for this purpose.

89. The Inspector also brings to notice a remarkable instance of spontaneous private effort. Fourteen managers of Karen schools in this division have agreed to form an educational endowment fund and to devote to this fund all their earnings from results-grants as well as special donations. A sum of Rs. 1,860 has been already raised for this purpose in sums varying from Rs. 40 to Rs. 500.

Karen schools in Pegu.

90. Of the Pegu division also to which a Karen Deputy Inspector was appointed at the close of last year, the Inspector writes that already the work done has developed Karen schools so rapidly that it is evident the inspecting staff will soon require strengthening.

Karen schools in Toungoo and Shwegyin.

91. Special provision has also been made in Toungoo and Shwegyin districts, containing a large Karen population, by the selection of a Native Karen as District Deputy Inspector for Toungoo and placing in his charge also the Karen schools in Shwegyin. The appointment of a Karen has been a step in the right direction, but the report shows that the task assigned to this officer is too heavy. The schools are numerous, and the country wild and difficult.

The Deputy Inspector was on tour for 306 days in the year, giving 120 days to Karen schools and 186 days to Burmese schools. He was only able nevertheless to visit 60 out of 225 Karen schools in Toungoo and 13 out of 18 in Shwegyin. Mr. Hodson urges the appointment of this Deputy Inspector of Schools to the sole charge of Karen schools in Toungoo and Shwegyin and the appointment of an additional Deputy Inspector for the district of Toungoo.

Karen schools in Southern Tenasserim.

92. The Karen schools in the southern districts of Tenasserim, namely, Amherst, Tavoy, Mergui, and Salween, are still without special supervision, and it is desirable that provision should be made for this purpose. A formal proposal was accordingly submitted during the year for the appointment of a Karen Deputy Inspector to this charge, and sanction was only withheld until funds should be available. This desirable measure will therefore I trust be soon adopted.

The new Deputy Inspector when appointed will also relieve the Deputy Inspector of Toungoo of the charge of Karen schools in the Shwegyin district.

93. In a special report called for on the subject, the Inspector reports that he has received from the missionary clergy notices of five Karen schools in Amherst, and 25 in Tavoy and Mergui.

The appointment of a Deputy Inspector will probably bring to light a larger number of existing Karen schools in these districts, as well as in Shwegyin and Salween, and will do more than anything to place before the Karen-population of the Tenasserim division, the educational advantages already offered to their kinsmen in Pegu and Irrawaddy and to the Burmese population throughout the province.

94. The following summary furnishes details of the results of inspection in Karen schools as distinguished from Burmese schools :—

Statistical Summary of Karen Primary Schools aided by Results-grants during the year 1883-84.

District.	Locality	SCHOOLS ON THE INSPECTION LIST.					SCHOOLS INSPECTED DURING THE YEAR					SCHOOLS AIDED BY RESULTS-GRANTS DURING THE YEAR.														Amount of results-grants earned.
		MONASTIC.		LAY.			MONASTIC.		LAY.			MONASTIC.					LAY.									
		Number of schools.	Number of pupils during full season. Boys.	Number of schools.	Number of pupils during full season. Boys.	Number of pupils during full season. Girls.	Number of schools.	Number of pupils during full season. Boys.	Number of schools.	Number of pupils during full season. Boys.	Number of pupils during full season. Girls.	Number of schools.	Number of pupils during full season. Boys.	Number of pupils earning results-grants for their schools. Boys.	Number of pupils who passed. Upper Primary. Boys.	Number of pupils who passed. Lower Primary. Boys.	Number of schools.	Number of pupils during full season. Boys.	Number of pupils during full season. Girls.	Number of pupils earning results-grants for their school. Boys.	Number of pupils earning results-grants for their school. Girls.	Number of pupils who passed. Upper Primary. Boys.	Number of pupils who passed. Upper Primary. Girls.	Number of pupils who passed. Lower Primary. Boys.	Number of pupils who passed. Lower Primary. Girls.	Rs.
HANTHAWADDY ..	Hanthawaddy	8	187	17	280	106	8	187	17	280	106	1	30	1	...	...	7	164	64	38	4	3	...	3	1	304
PEGU ..	Pegu	11	207	21	407	185	11	207	21	407	185	1	15	1	...	...	15	323	154	61	120	24	...	21	2	774
THARRAWADDY ...	Tharrawaddy	6	102	13	269	67	6	102	13	269	67	...	...	...	...	...	10	231	53	74	5	6	...	10	...	606
THÔNGWA ..	Thôngwa	16	283	33	538	335	16	283	33	538	335	3	100	13	...	...	18	333	236	69	44	...	...	13	4	927
BASSEIN ...	Bassein	20	172	61	1,300	831	20	172	61	1,300	831	3	46	4	...	...	33	726	536	213	65	...	...	17	4	2,096
HENZADA ...	Henzada	5	61	15	321	99	5	61	15	321	99	..	...	...	...	...	14	235	59	79	13	...	...	3	2	520
SHWEGYIN	Shwegyin Town	...	...	1	67	2	...	...	1	67	27	...	...	...	...	...	1	67	27	10	2	...	...	...	...	80
	Outside municipal limits ...	..	...	17	86	32	...	...	12	30	20	...	...	...	...	...	2	12	20	2	3	...	...	2	...	22
TOUNGOO ...	Toungoo	...	...	225	848	594	.	...	60	784	498	...	...	...	...	...	19	503	308	66	16	...	...	...	...	342
	Total for the year 1883-84 ..	66	1,012	403	4,116	2,251	66	1,012	233	3,996	2,168	8	191	19	...	...	119	2,594	1,457	612	292	33	...	69	13	5,601
	Total for the year 1882-83 .	58	681	181	3,128	1.638	31	332	137	2,438	1,927	4	77	6	...	...	81	1,815	947	340	88	...	...	...	...	1,836
	In the year 1883-84 Increase.	8	331	222	968	613	35	680	96	1,558	841	4	114	13	...	...	38	779	510	272	204	33	.	69	13	3,765
	In the year 1883-84 Decrease..	..	...	...	...	...	...	..	...	.	...	...	...	..	...	...	...	...	...	...	...	...	...	...	..	

95. Reviewing the general progress and prospects of primary education among the Karens, it may be said (1) that, judging by the results obtained and by the opinions expressed by missionaries, the plans at present in operation are adequate to the object in view, namely, the improvement of existing schools, and, where in full operation, are rapidly producing a wider extension of education; (2) that the extension of these plans to districts at present untouched by them is desirable and justified by the success obtained elsewhere; (3) that a further development of the present plans by the strengthening of the Karen inspecting staff is already needed; (4) that at present the Christian portion of the Karen population has exceptional advantages over the non-Christian portion in the supervision exercised by the missionary clergy and catechists, and that special attention is now needed to the requirements of non-Christian villages.

General progress of Karen primary education.

96. As with the Burmese indigenous schools so with Karen schools, our present plans presuppose the existence of a sound existing foundation on which to build. Wherever such a foundation exists success is obtained, but where no such foundation exists, as in the non-Christian Karen villages and in certain Burmese districts, exceptional measures of a different kind are urgently called for.

97. Two further points in the inspection reports call for notice: first, that monastic schools among the Karens are comparatively few and are conducted by Burmese monks; that these schools have shared in the general advance, but that it is the mission schools in Christian villages, and especially those of the A. B. Mission, which are the most numerous and the best.

In a considerable number of these schools the study of English has been introduced.

98. Secondly, it is said that a natural desire is shown by the Karens that more encouragement should be given by Government to the Karen dialects.

On this point it may be said that the missionary clergy generally have cordially concurred in the desire of Government that the Burmese language should be studied in all Karen schools and should be employed rather than any Karen dialect as the medium of teaching and examination; nor has any demand been yet made for the practical recognition of any of the numerous Karen dialects by the offer of results-grants. Should such a demand find expression it would certainly deserve consideration, but the desirability of such a recognition of the Karen dialects seems to be open to serious question.

I proceed to notice the state of primary education in each division and district separately.

99. The remarks made in the last report on the general state of primary education in Arakan may be repeated with little modification. As regards Anglo-Vernacular primary schools at district headquarters the division is sufficiently well off. In two of the three towns also the aided indigenous schools are good and working well. In the matter of primary vernacular education in the rural townships the division is conspicuously badly off, and will continue to be so until the supply of trained teachers has been largely increased.

Primary education in the Arakan division.

100. The Government has recognized the need of exceptional measures in Arakan and has sanctioned special rules under which independent schools under trained teachers may be opened where required.

The supply of such teachers is at present wholly inadequate, and the progress of this division waits upon that of the normal schools. Exceptional measures are also required, and are under consideration, for the encouragement of Mahomedan schools.

101. The Inspector has enumerated several causes of the comparative backwardness of this part of the province, namely,—

(i) that the majority of the indigenous schools are monastic schools and that, excepting in the towns, hardly any lay schools are found;

(ii) that the monks are exceptionally migratory, frequently going either to Pegu or Upper Burma and seldom remaining long in one place;

(iii) that a considerable section of the population (especially in Akyab) is Mahomedan and is not reached by the departmental system;

(4) that in some cases the very success of a school militates against its stability, the villagers objecting to the burden of feeding the additional scholars attracted by a successful teacher.

This latter obstacle to progress is represented for the first time and, although no doubt it may operate in some cases, is not, I think, one to which much weight need be attached.

102. This division has received due attention from the Inspector, and his Deputy in Akyab has worked well. The Kyaukpyu and Sandoway circle has not been properly worked, and a change in the deputy inspectorship is necessary.

103. The Anglo-vernacular primary schools attached to the Government normal school at Akyab and to the municipal secondary schools at Kyaukpyu and Sandoway have been well managed and have been fairly successful.

The *practising school* passed 36 pupils by the primary standard and the *Sandoway* School 32.

The *Kyaukpyu* School obtained 14 full passes only, but its general condition is satisfactory, the failure at examination on this occasion being in the optional subject for the upper primary standard.

104. The inspection report on the *Myohaung* Government Primary School is unfavourable, and the Inspector considers that the circumstances of the place are not favourable to its success. The consideration of any change in the constitution of this school as well as of the establishment of additional public primary schools in large villages at present educationally destitute will now rest with the rural boards. The attention of the District Officers has been specially drawn to the latter subject.

Akyab indigenous schools.

105. The Akyab Municipality has given liberal encouragement to the indigenous schools, in which seven certificated masters are now entertained and are working well. An increase is shown in the attendance of pupils and the amount of results-grants earned.

The best indigenous schools are those of Maung San Hla Aung, U Gunamizu, and Pa Thet Nan, earning respectively Rs. 76, Rs. 146, and Rs. 124.

106. In the district also the greater activity of the Deputy Inspector has been attended by fair progress in the schools. One hundred and eighty-five schools were inspected against 154 last year; and there was an increase of Rs. 114 in the expenditure on results-grants.

The best indigenous school in the district is that of U Gunda at Thayagôn, which earned a grant of Rs. 82, but several others aided by certificated masters are reported to be very promising. The Inspector notices specially the services of Maung Shwe Tha Aung, the certificated teacher attached to the monastery noticed above.

Kyaukpyu and Sandoway.

107. The towns of Kyaukpyu and Sandoway have each an efficient middle school under municipal management with primary departments attached; and at Sandoway one good indigenous lay school serves to recruit well the municipal primary school.

Kyaukpyu town contains a large number of monastic schools, but the teaching is very inferior.

At the important town of Ramree the people are anxious for the establishment of a Government or municipal school, but the necessary funds are not forthcoming and the town is not adequately provided for.

108. The state of primary education in this circle outside the municipal towns continues to be a reproach to the educational administration. Backward as the circle is from natural causes already indicated, it has hitherto been unfortunate in its inspecting officers. The circle is one in which travelling is difficult and often dangerous, and which requires exceptional activity and physicals trength in its Deputy Inspector.

Mahomed Nisab, the officer at present in charge, although qualified by education and ability, has proved wanting in the required energy and physique. His year's work has not been completed and his removal is necessary. In the hands of an efficient Deputy Inspector, and with a fair supply of certificated teachers, proper progress may be ensured.

109. At present only two certificated teachers are at work in the circle, and out of a schoolgoing population of nearly 32,000 only 1,619 children are reported as under primary instruction, while the total amount earned in results-grants (Rs. 322) does not approach the sum earned in many a single indigenous school elsewhere. The result is nevertheless slightly better than last year, and would doubtless have been better still had the inspection of the circle been fully carried out.

The only indigenous school deserving special notice in the circle is that of Maung Ka De at Sandoway, which with two assistant masters earned a grant of Rs. 250.

110. This is a circle in which continued reliance on indigenous institutions is hopeless, and in which there is pressing need for the establishment in the more important villages of independent schools under trained teachers. I feel confident that this view will commend itself to the rural boards in whose hands the disposal of the subject will now rest.

Primary education in the Pegu division.

111. It is refreshing to turn from the reports of the Arakan division to those of Pegu and Irrawaddy.

In Pegu not only are the district headquarters well supplied with good primary schools, Government, municipal, and aided, but in each of the five districts steady progress has been made in the task of strengthening, improving, and extending the indigenous educational machinery.

The work of inspection has been actively carried on and with good effect, a large number of schools having been added to the inspection list, and the results of examination having been better than in any former year.

112. The districts are by no means uniform as regards the standard of education, those of Pegu and Hanthawaddy being still very backward; but in all districts alike the work of the year has been successful. A total of 58 certificated teachers is now at work in this division and the demand for their services continues unabated.

These remarks will now be illustrated by a detailed notice of the state of primary education in each district.

Rangoon Town.

113. The principal Anglo-vernacular primary schools are the primary departments of composite schools, Government and aided, which take rank as schools for secondary education.

Under this head come the large schools of this nature in Rangoon under municipal and missionary management and the municipal schools at Prome and Paungdè. In addition to these the municipal primary schools at Pegu, Gyobingauk, and Shwedaung, and the aided schools at Thônzè and Zigôn, provide primary education in which the teaching of English is included.

114. The primary departments of the following schools stand first on the list for the past year: *St. Paul's School*, passing 21 pupils into the middle school and 41 into the upper primary; *St. John's College*, passing 36 by the upper primary and 21 by the lower primary test; *Rev. Mr. Vinton's Karen School*, passing seven into the middle school and 34 into the upper primary; and the *Paungdè Municipal School*, gaining 46 full passes 14 in the upper division and 32 in the lower.

115. The *Practising School*, Rangoon, only passed seven pupils from the upper primary school and does not adequately feed the municipal middle school, to which a special primary department has now been attached with every promise of success. For attendance at this latter school pupils readily pay a fee of Rs. 3, a higher rate than that usually charged for secondary education. This is due to the reputation of the strong English teaching staff.

116. The outturn of the remaining schools has been comparatively small, but the following schools are working steadily and well: the *S. P. G. Boys' School at Kemmendine* under the superintendence of the Rev. Mr. Fairclough, where English and Burmese have been very successfully taught, the *American Baptist Mission School, Thônzè;* the new *Municipal school at Gyobingauk*, and the *Lutheran Mission School*, Rangoon.

The outturn of the *Diocesan Boys' School* has been very poor, only one full pass being gained. Under the new management better results must be shown to justify the maintenance of the school on the grant-in-aid register.

Indigenous schools, Rangoon Town.

117. This town now forms a distinct circle of inspection. The Municipality maintains a Deputy Inspector for the circle and gives liberal encouragement to the indigenous schools: 16 certificated teachers are at work in these schools, and the Municipality has sanctioned the appointment of a total of 20.

The progress of the schools during the year has been very satisfactory, the expenditure on results-grants has risen from Rs. 2,610 to Rs. 4,472, and the increase has been attended by a proportionate increase of attendance and in the number of successful schools and successful pupils.

118. In comparing the lay and monastic schools the Inspector notices that while the total attendance has risen the attendance at monastic schools has decreased, an indication of the greater popularity of lay schools; at the same time improvement in the monastic schools is indicated by the fact that of 18 schools added to the successful list 11 are monastic.

119. The Inspector notices prominently as the best indigenous institutions five schools in different quarters of the town and attended by different classes of the population: these are *Maung Pu's* school at Pazundaung, attended chiefly by children of tradesmen and artizans, and which earned the handsome grant of Rs. 1,008. In this school the pupils pay a fee of one pice daily.

Maung Tôk Pyu's school in Crisp street, attended by children of a wealthier class. A regular monthly fee of Re. 1 in the upper primary section and 8 annas in the lower primary section is charged. The grant earned was Rs. 508.

Maung On Gyaing's school in Lanmadaw, maintained by a member of the Municipal Committee, earned Rs. 498.

U Asaya's monastic school at Kemmendine. The grant earned was Rs. 432. The school has however received a blow in the death of the hardworking pôngyi to whom its success is due.

Maung Tun's school at Pazundaung is attended by children of labourers, has an attendance of 78 children, and earned Rs. 146.

120. Of the 16 certificated teachers, all but two have worked well. The following are selected for special commendation: Maung Tun Win, Maung Myat Tun Aung, Maung Lugale (of Maung Aung Myat's school), and Maung Lugale (of Maung E's school).

Pegu district.

121. The appointment of a Deputy Inspector to the exclusive charge of this district has led to the inclusion of more schools in the inspection list, to the inspection of a larger number of schools, and to an increase in the number of successful schools.

Twelve schools have been added to the list and 63 more schools inspected, while successful schools have increased from 82 to 149.

Expenditure on results-grants has increased by Rs. 1,150; nevertheless the standard of the indigenous schools in this district is generally low; only four certificated teachers are at present employed, and a large increase in the number is very desirable. The best schools are those of U Teza at Hlègu, U Thagaya at Dabein, U Kundimuza of Ponazu, and U Kayauklôn at Tudanga. Certificated teachers Maung Tun Gyi and Maung San Hlaing are favourably noticed.

Hanthawaddy.

122. This district has always been backward owing in great part to the poverty of the people, which prevented the maintenance of good lay schools and leads to the early withdrawal of children from school, and the standard of education is very low.

The district is also as yet very inadequately supplied with certificated teachers, only six being at present employed.

General progress is however apparent, and the Deputy Inspector, Maung Bwa, has been active in inspection: 45 more monastic schools and 14 lay schools are added to the list of schools inspected and there is a slight increase in the number of successful pupils.

Results-grants have increased by Rs. 338. It is noticeable however that the progress made is almost exclusively in the lay schools. The monastic schools

in this district are for the most part inferior, and the number of such schools earning results-grants is less by seven than last year.

The most promising schools are those of Maung Shwe O at Tawlatè, Maung Yo at Tawpya, and Pongyi U Pandi at Gwemagwa.

Tharrawaddy.

123. This district employs already 19 certificated teachers, and its educational progress has been proportionately rapid. In one only of the five townships no certificated teacher is at work and the results are small. In the remaining four good progress has been made. Twenty-six more schools have been brought under inspection, all schools on the list have been inspected, and the number of pupils passing the prescribed standards is larger than in any former year.

Among the most prominent schools may be noticed those of Maung Tha Nyun at Thônzè, U Mizu at Gyobingauk, U Pennya at Minhla, and U Po Ka at Zigôn.

Certificated teacher Maung Po Ka, attached to Maung Tha Nyun's school, is specially deserving of praise.

Prome.

124. This district continues to make good progress under Deputy Inspector Maung Po Maung, whose relief from the charge of the Thayetmyo district has enabled him to show better results than in any previous year. He has brought to notice a large number of additional schools and has inspected 64 more than last year: 42 more schools (of which 32 are monastic) have earned results-grants and successful pupils have increased by 189. The expenditure on grants has been nearly double that of last year.

The Deputy Inspector observes with regret that many senior pupils were induced to leave school to take up "lottery clerkships."

It is in this district also however that the improvement in the attainments of the pupils passing from indigenous to other schools has been especially remarked.

The best schools are those of U So at Shwedaung and Maung Po Min and Saya Kyaw at Prome. The services of certificated teachers Maung Pè, Maung Mat, and Maung Aung Dôk are deserving of special notice.

Primary education in the Irrawaddy division.

125. In this division also the provision for primary education is fairly adequate, and the progress of the year has been satisfactory.

The large Anglo-vernacular primary department of the Bassein Municipal School, the Sgau-Karen school at Bassein, the municipal school at Henzada, and St. Andrew's School at Thayetmyo have all scored a satisfactory number of passes in the past year.

The *Henzada Municipal School* heads the list with 15 passes in the upper primary and 16 in the lower division, 11 candidates qualifying for scholarships. The two Bassein schools come next with a total of 28 and 26 passes respectively and St. Andrew's with 18.

126. In addition to these the municipal schools of *Pantanaw*, *Yandoon*, *Danubyu*, and *Ngathainggyaung* have shown good results in the order in which they are named.

The municipal schools of *Myanaung* and *Yuataung* have been unsuccessful, so also have *St. Peter's Roman Catholic School at Bassein* and the *S. P. G. School at Henzada*, which is reported to have gone from bad to worse.

The aided *Karen school at Ma-ubin* under Mr. Bushell has obtained only two full passes, but the school is under excellent management and is described as a vigorous and self-reliant little school: 70 Karens are in attendance.

Indigenous schools.

127. In the indigenous schools the work of inspection has been actively carried on and with good results. Many additional schools have been brought under inspection, and the results of examination show a general advance in the standard of education. The districts of Henzada and Thayetmyo, which have hitherto received less than their due share of attention, have made marked progress under the new arrangements for their inspection.

Bassein.

128. The statistics of indigenous schools show a numerical decrease of five in the number of schools earning grants, attended by an increase of 75 in the number of successful

pupils. In this district the monastic schools greatly preponderate over the lay schools and have hitherto obtained greater success. It is in the lay schools however that the progress of the past year has been chiefly made, eight more lay schools have earned grants, while the number of successful monasteries is less by 18 than last year.

The number of certificated teachers employed in the circle is 11, of whom five are in the town of Bassein. The latter town contains two conspicuously good monastic schools, namely, those of U Pandi, which earned a grant of Rs. 1,088, and U Wemala, which earned Rs. 470. The former school is treated with exceptional liberality by the Municipality, which pays for three monitors besides the Government assistant masters.

The school, though very successful, illustrates well the evil indicated above of the neglect of necessary subjects for optional subjects, only two pupils having fully passed the primary school standard.

U Ta's lay school in Bassein (to which the Municipality attaches two certificated teachers) also deserves special notice.

Among the certificated teachers in this circle, Maung Tu deserves notice for his services. Four others are favourably mentioned by the Inspector, namely, Maung San Hla, Tha Aung, Po Maung, and Kyaw Zan.

Thôngwa.

129. The newly-appointed Deputy Inspector of this district, Maung Ba Bwa, has made a good beginning and 27 schools have been added to the inspection list.

A decrease is shown in the number of schools earning results-grants, but the number of successful pupils has increased by 84. Objections formerly made by some pôngyis to the teaching of geography are disappearing, and more than 50 schools are said to be in possession of Ferrar's map of Burma.

Among the most promising and successful schools may be noticed those of U Patalu at Danubyu, Maung Kyaw Zan and Sama In at Yandoon, Ma Mya at Pantanaw, and Maung Po Hat at Ma-ubin.

The services of certificated teachers Maung Po Tet and Maung Kyaw Ho are specially commended.

Henzada district.

130. Two hundred and eleven schools are under inspection, an increase of 29 over last year; the number of successful pupils has largely increased, and this once backward district now bears comparison with others. Credit is due for these results to Maung Tun, the Officiating Deputy Inspector, who since the close of the year has been confirmed in his appointment.

Among the best schools in this circle are those of U Pinyazawta, Maung Pe, Maung San, and U Thathana in the town of Henzada, and in the district those of U Zina at Myanaung, U Zagara at Ôkpo, and U Nyana at Zalun. Two certificated teachers, Maung Bein and Maung Po Thaung, are specially commended by the Inspector.

Thayetmyo.

131. This district was made a separate charge at the beginning of the year, having been previously included in the Prome circle. The change has led to great improvement, 98 more schools have been brought under inspection, and there has been a corresponding increase in the number of schools and pupils obtaining grants.

It is satisfactory to find also that the opposition to the departmental system aroused among the monastic schools by the conduct of the first Deputy Inspector is giving place to greater liberality and that five monasteries have applied for the services of certificated teachers. It is most desirable that these applications should be complied with.

At present only one monastic school, that of U Nyana at Kama, receives aid in this form.

Primary education in the Tenasserim division.

132. The principal primary schools in the division other than indigenous are the departments of municipal and grant-in-aid composite schools at district headquarters, which provide sufficiently for the requirements of towns, especially where properly supported by the aided indigenous schools.

Primary schools are also maintained by municipalities and from district funds in a few of the larger towns in the interior.

133. The *municipal school at Tavoy* has been far the most successful on the list, passing 42 candidates at the Primary School examination.

The *municipal schools at Toungoo and Shwegyin* have also done well. The Shwegyin School is well supported by the aided indigenous schools, which are remarkably good.

The results obtained in the *practising school* attached to the normal school at Moulmein are disappointing, only 14 candidates passing out of 50 presented and out of a total attendance of 254 pupils.

The primary department of the *Mergui Municipal School* has also been unsuccessful, a result attributed to inferior teaching. The staff has very lately been re-organized.

The Government primary schools at *Amherst and Chaungzon* have done very poorly and their establishment needs revision.

The municipal school at *Thatôn* has also done badly. A new head master has very lately been appointed.

134. The aided schools in the town of Moulmein have continued to work successfully to the prescribed standards.

The *Karen school at Daingwunkwin* takes the lead, having passed 29 candidates and gained seven scholarships.

Next come the *A. B. M. Boys' School* with 26 successful candidates and the *St Augustine's S. P. G.* with 23 and two scholarships.

The net results of examination in *St. Patrick's* were small, only nine candidates passing fully. There was a complete failure in the optional subject; otherwise the candidates passed generally a very good examination.

The large *A. B. M. Karen schools at Toungoo*, with an attendance respectively of 149 and 148 pupils, are doing useful work. The actual outturn in the Paku-Karen school was insignificant; but in the Bghai school the passing of 40 pupils fully by the lower primary and one by the upper standard is creditable.

Indigenous schools.

135. Considerable improvement has been made in this division during the past year under the new arrangements for inspection. A vast deal however remains to be done before any circle in the division can be said to be in a satisfactory state as regards vernacular education among the rural population.

The field of work is a promising one and the machinery of supervision more efficient than formerly, but the inspecting staff is not yet strong enough; while the crying want of the division is still the supply of trained teachers.

136. As in Arakan so in Tenasserim, it is upon the normal schools and upon other schools willing to undertake the training of teachers that the progress of the division in the matter of primary education mainly depends. Inspection will do much and is essential to the proper working of the schools, but the best Inspectors can do little till the staff of indigenous school teachers is strengthened by the infusion of new blood, and till an example is set by a fair number of schools efficiently managed by trained teachers. This has been the history of every district where success has been obtained, and it will be the same here.

137. Meantime it is satisfactory to report that the work of inspection has been on the whole efficiently done and that the returns show a decided advance throughout the division in the number of schools under inspection, the number successful, and the standard reached by the pupils. The following notices of each Deputy Inspector's circle will illustrate these remarks :—

Moulmein Town and Amherst.

138. The statistics for the past year are much more satisfactory than in 1882-83, and though the comparison is imperfect owing to incompleteness of the returns in both years, there is a manifold improvement in the work done and the results obtained.

A total of 284 schools were inspected compared with 115 last year, and Rs. 2,788 were expended in results-grants against Rs. 556 in 1882-83.

The circle, it is known, has been much neglected by the former Deputy Inspector of Schools, who has now been replaced by one of the most experienced officers of the staff, Maung Shwe Hmôn.

It is disappointing however to learn that Maung Shwe Hmôn, who took charge in June 1883, has not been able in nine months to visit each township of this circle once. Three townships have altogether escaped inspection, and no satisfactory explanation is given of this serious omission. Under standing rules a Deputy Inspector should, whenever possible, visit each township twice in the year; and there seems to be no reason in this instance why each township should not have been visited once in nine months.

In the town of Moulmein 71 monasteries and 17 lay schools are reported under inspection; but the results of examination, especially in the monasteries, have been very meagre, but of 60 monastic schools inspected only one obtained any grant; ten lay schools out of 11 were successful.

Only four certificated teachers are at present entertained.

The best school in the town is that of U Nandamala, which earned a grant of Rs. 552.

139. In the Amherst district one monastic school is conspicuous for the activity and success of its manager, U Nandya, who takes a genuine interest in education, and earned a grant of Rs. 522. This monk has also made great efforts to train students for the Teachers' Certificate examination, one of his pupils being successful last year. Of the remaining indigenous schools only a small minority were successful: 25 monasteries out of 201 and 6 lay schools out of 12 succeeded in earning results-grants. The call for a supply of trained teachers is very pressing in this circle.

Tavoy and Mergui.

140. This circle, composed of two very backward districts, shows some signs of improvement, and the work of inspection has been better done than heretofore. There is a statisfactory increase in the number of schools under inspection, a total of 180 compared with 110 last year, and the results of examination have been better than formerly. The young Deputy Inspector in whose charge the circle has been is said to have conducted his examination with care and discretion; his attention has however been distracted by his candidature for the Subordinate Civil Service, to which he has now been appointed. Every care has been taken in the nomination of his successor, but the work in such a region as this calls for a very rare combination of qualities.

141. Near the end of the year I visited this circle and penetrated into the interior of the Mergui district, visiting many monasteries in both districts. My tour showed me that very great care will be needed to ensure success in dealing with the monastic schools here. The managers are polite enough but are for the most part not only indifferent to educational progress but are suspicious of any symptom of State interference.

The lay schools in the towns of Tavoy and Mergui are all working well (though not yet to a sufficiently high standard), but in the interior it may be said that everything has still to be done.

A qualified and judicious Deputy Inspector, supported by a sprinkling of certificated teachers in the larger villages, would soon work a very great change, but the supply of certificated teachers has yet to be provided. The Karen schools in this circle call as elsewhere for special supervision.

142. In the town of Tavoy the aided lay schools have earned nearly double last year's grants, and the attendance has considerably increased in both monastic and lay schools.

The lay schools in Mergui town are also working fairly, and a satisfactory feature of these schools is the unusually large proportion of female pupils; of 334 pupils attending the lay schools 156 are girls.

Shwegyin.

143. In this district a decrease (unexplained) of 10 monastic schools has been more than balanced by an increase of 12 lay schools and by an increased total attendance of nearly 2,000 pupils. The results of examination have also been considerably better than heretofore.

One hundred and seventy more pupils have been successful in earning grants, and a careful scrutiny of the Deputy Inspector's awards has shown that the pupils

passed by him were generally up to the required standard, although he has been unduly liberal in the award of scholarship marks. The large increase of expenditure on results-grants has therefore been attended by corresponding progress, although here as elsewhere schools have taken advantage of our present regulations by giving attention to easy optional subjects to the neglect of necessary subjects. Here as also there is a perceptible improvement in the material supplied by the indigenous schools to the classes of schools of a higher grade.

Only 10 certificated teachers are at work in this circle, of whom six are in the town of Shwegyin.

The most successful schools in the circle are Maung Aung Myat's, U Athabathiridaza's, and Maung Tôk's in Shwegyin and Maung Shingyi's school at Sittang.

The following certificated teachers are mentioned as having worked exceptionally well: Maung Pu, Maung Pe, and Maung Kyaw Zan Hla.

Toungoo.

144. This district, though full of promise for the future, continues at present very backward. It is the only district in the Senior Inspector's circle which does not enjoy the undivided attention of a Deputy Inspector. Maung Pa Ha, who has charge of the circle, has also the Karen schools both in Toungoo and Shwegyin, and though he has worked hard and well he has been unable to do justice to the charge, which includes a total of 441 schools under inspection, scattered over a wide area where travelling is very difficult.

This circle contains a large number of promising Karen schools under missionary superintendents, but a special Deputy Inspector is required for their supervision. At present, except in the town of Toungoo, no schools can be indicated as very efficient. In the town the best schools are those under Ko Shwe E and Ma Chain.

Only six certificated teachers are as yet at work. Those employed are all working well. Deputy Inspector Maung Pa Ha deserves credit for the work of the year.

Objections formerly made by some of the monks are proved to have been only to the time of inspection. In a certain number of schools attended by children of Shans employed in the betelnut trade the full school season is in the dry weather, the reverse of the custom where paddy is cultivated.

Salween.

145. The prospects of education in the Salween Hill Tracts are not very bright. The Inspector regards the promotion of education in so remote and wild a region almost a hopeless task, and the reports of the Deputy Commissioner are hardly more sanguine.

The Deputy Commissioner has already recommended the closing of two schools at Lomati and Kollido opened as an experiment, and after noticing the small school maintained by Government at Papun writes:—

"Regarding the establishment of other schools I beg to state that there is no other place in this district besides Papun where there would be the slightest chance of a school succeeding, as there is no other village large enough to supply a sufficient number of pupils, and the people of the country appear to be unwilling to send their children to be instructed."

SECTION V.

School Education (Special).

146. Under this head are classed normal schools for the training of schoolmasters and schoolmistresses and special schools for instruction in land surveying.

Normal schools.

Four normal schools were maintained by Government during the year, namely, three for masters at Rangoon, Moulmein, and Akyab, and one for mistresses at Rangoon.

During the past year the system under which the normal schools are conducted was carefully reviewed, and the requirements of the province for the training of teachers were represented to Government with proposals for meeting these requirements. Each normal school was inspected by myself and, in consultation with the Inspector and the head masters, plans were prepared for the improvement of the schools.

A revision of establishment of existing normal schools was sanctioned with the object of more fully utilizing the services of the students under training.

Sanction was also given to the opening of two additional normal schools for masters at Bassein and Toungoo and one additional normal school for mistresses at Moulmein.

The offer of capitation grants to schools which succeed in passing students at the Teachers' Certificate examinations were extended to all schools alike other than Government or municipal schools.

Sanction was given to the erection of separate buildings for the normal schools hitherto conducted in connection with municipal schools; and lastly it was arranged that the examination for teachers' certificate should in future be held half-yearly instead of annually.

147. Some of the most important of these measures, although formally sanctioned, are unfortunately deferred for want of the funds required for their adoption. Thus the allotments for normal school buildings and for establishment of the greatly needed normal schools at Toungoo and Bassein were excluded from the estimates of the current year.

The opening of the female normal school at Moulmein and the revision of establishments take effect with the beginning of the year 1884-85.

Working of the normal schools.

148. The working of the normal schools in the past year as tested by the Teachers' Certificate examinations has not been altogether satisfactory. In the case of the Rangoon schools the outturn of 22 masters and five mistresses during the year is satisfactory, but the results obtained from the normal schools at Akyab and Moulmein have been very disappointing.

At the June examination only six masters were certificated from the Akyab School and only one from Moulmein.

At the last examination held in March 1884 one candidate only succeeded in passing the Syndicate examination from the Akyab School and none from the Moulmein School.

The results of this examination have only just been published, and the explanation of this total failure has not yet been furnished. From the Rangoon school 15 candidates were qualified making a total of 37 for the year.

149. It has been ascertained however that the principal failure has been in the subject of history and geography, and, with the Chief Commissioner's approval, candidates who have passed in other subjects will be employed on reduced salaries until such time as they obtain certificates. This will render possible the employment of a fair number of teachers in Arakan and Tenasserim, while the immediate demand in the Pegu and Irrawaddy divisions will probably be fully met for the current year. It is however in Arakan and Tenasserim especially that the supply of trained masters is urgently needed, and the failure hitherto of the local normal schools to meet this pressing want and thus to fulfil the object of their existence is matter for great regret.

The lateness of the publication of the results of the Syndicate examination prevents my reporting the total number of students who have gained the full teachers' certificate, as the examination of the successful candidates in school-management has yet to take place.

A notice of the working of each school is appended.

Government Normal School for Masters, Rangoon.

150. This is the oldest, and hitherto by far the most successful, of the three Government normal schools for masters. Ninety-one students were under training as teachers at the close of the year, and during the year 37 students obtained certificates.

Last year the number of students was 88 and the number of certificates gained 31; progress is therefore apparent. The school is very popular, and the head master reports that, if it were desirable, it could be filled with treble the present number of students without difficulty.

Of the 91 students, seven are in the Anglo-vernacular department; the remainder are under training for service as assistants in indigenous schools.

The establishment of the school has been revised as noticed above, a smaller number of assistant masters being employed on improved salaries. By this

means not only is a saving of expenditure effected, but it is hoped the training of the students will be rendered more efficient.

151. The results of the last examination although fair was not so good as had been expected, and the head master submits as a partial explanation not only the want of text-books now being gradually supplied and the prevalence of sickness but imperfections in the method of conducting the examination. In one paper alone it is said "64 per cent. of the allotted marks were unattainable by vernacular candidates in consequence of misprints and mistranslations," a matter which calls for the careful consideration of the Syndicate.

The normal students are lodged and boarded at the boarding department of the Government high school. Proposals have now been sanctioned for providing the normal school with separate buildings in another part of the town, a measure which only awaits the provision of the necessary funds.

152. Mr. Aldridge, the head master, appreciates the very responsible nature of his charge, to which he continues to do justice by his intelligent and careful management.

Government Normal School, Akyab.

153. This school has been well attended and has continued in the hands of an experienced and well-qualified head master, and on the occasion of my inspection in November last I was well satisfied with its condition and prospects; nevertheless the result of the year's work has been unsatisfactory.

Six students gained certificates at the June examination; but at the final examination in March one candidate only out of 21 passed the Syndicate's examination. It must be added that 12 candidates qualified in all subjects excepting history and geography and will be employed, if they pass the test in practical school-management.

The pressing need for a supply of trained teachers in the Arakan division renders the failure of this school especially unfortunate. The head master pleads the exceptional rawness of the material with which he has to deal, and the plea is not without foundation. Possibly a longer term of training will usually be required here than at Rangoon before a student is qualified, but the Arakanese are not wanting in ability.

Mr. Simon expresses himself satisfied with his subordinate staff, and he owes it to his reputation as an exceptionally good teacher and school manager to atone by vigorous efforts for the disappointing results of the past year.

Government Normal School, Moulmein.

154. The remarks just made on the Akyab Normal School might be repeated here, but with greater force.

Some of the best of the vernacular teachers now at work in the province were trained in former years by Mr. W. S. Sandys, the head master of this school, and it is matter for surprise as well as regret that this important school has, under the same management, been hitherto conspicuously unsuccessful. Twenty-eight students were under training at the end of the year, but one certificate only has been gained by the school during the year. Seven candidates only were presented at the March examination and all failed to satisfy the examiners. Under the special ruling previously noticed six students are however allowed to sit for the School-management examination.

On my visit to the school early in the year I noticed the unwieldiness of the large classes of the practising school attached to the normal school and directed a restriction of the admissions. It is probably to the undue prominence given to these classes that the primary object of the school has been to a great extent sacrificed. To whatever cause the failure is due, I cannot but concur in the Inspector's opinion that the result is a very unsatisfactory one for the year's work of a teacher of Mr. Sandys's repute.

Government Female Normal Class, Rangoon.

155. This class, under a trained master paid by Government and under the superintendence of the managers of the American Mission girls' school in the suburbs of Kemmendine, continues to work well. The class is small and the numerical outturn of certificated teachers is not yet large; but five certificates were gained last June, and at the March examination of seven successful candidates at

the Syndicate's examination three passed by the higher standard and four by the lower.

There seems to be reason however to fear that the higher grade certificate has in some cases been too easily gained, proficiency in needlework having been allowed to cover deficiencies in so important a subject as arithmetic. The point deserves the careful consideration of the Syndicate.

156. The present teacher of the class, Maung Tôk Pyu, is giving satisfaction, and it may be safely said that this experimental class has been successful and justifies the extension of the plan which has been sanctioned.

An experienced lady missionary of the American Mission, Mrs. Thomas, of Henzada, writing of Karen girls, reports that young women now show a willingness to engage in teaching such as she has not observed hitherto, some having qualified for teachers' certificates and others endeavouring to qualify themselves.

Survey Schools.

157. Four special schools for the teaching of land surveying, formed under the survey class scheme, have been at work during the year. The schools, although paid for by this Department, are under the general superintendence, inspection, and control of officers of the Survey Department.

All alike are under Native teachers approved by the Survey Department, and the work of the schools is tested by half-yearly examinations conducted by the Educational Syndicate.

During the past official year three examinations have been held, at the first two of which creditable results were obtained by the survey schools at Bassein and Akyab and fair results by the Rangoon School. The school at Henzada was only opened in December last.

The examination held at the end of March last was remarkable for the total failure of all candidates presented. The results have very lately been published and the explanation has yet to be given. I append a brief notice of the circumstances of each school.

158. The *Akyab Survey School* is conducted in the same building as the Government normal school and is immediately supervised by the head master of the normal school. Sixty-one pupils attended at the close of the year, and at the first two examinations 14 pupils out of 29 presented obtained certificates; of these five were normal students.

The teacher, Maung Shwe Tha Aung, who has had charge of the school for two years, is very highly spoken of by the head master of the normal school.

159. The *Rangoon Survey School* is conducted on the premises of the Government high school and has an attendance of 27 pupils. Out of 21 candidates presented for examination seven passed at the first two examinations. The teacher originally employed was dismissed for misconduct in November last and succeeded by the present teacher, Maung Tha Lu.

160. The *Bassein Survey School* was successful at the first two examinations, passing 22 candidates out of 44 presented. At the close of the year 15 pupils only were reported in attendance.

The school is under excellent superintendence, and the present teacher, Maung Kyaw Dun, seems to be a well-qualified man.

161. The *Henzada Survey School* was opened in December last in connection with the cadastral survey party at work in the district; it has been too short a time at work to justify an estimate of its working: 18 pupils attended at the close of the year.

SECTION VI.

Female Education.

162. In former years the notices of girls' schools and of the attendance of girls at mixed schools have usually been distributed through the several sections of the report, and it is perhaps partly due to this arrangement that an incorrect impression is sometimes formed of the actual state of female education in the province. It is known that the Government maintains no girls' schools for general education and that the majority of indigenous schools, being monastic insti-

tutions, do not admit girls; it is known also that many of the obstacles which in India hinder the progress of female education do not exist in Burma, but the extent of the existing provision for female education in the province and of the advantage which is taken of this provision is often underestimated.

163. The opening of a special section of the annual report for the notice of this subject has led to the summarizing of the statistics of female education and to a more complete representation of the subject. The summaries, which will be immediately presented, show that excepting in Arakan, where the condition of the people approximates to that of the neighbouring provinces of India, the existing provision for the education of girls is by no means inconsiderable, that it is largely utilized, and that, though the standard of education is low, satisfactory progress is apparent in the schools. The Senior Inspector indeed, whose circle includes all the most important districts of the province, is of opinion that existing schools provide for all present requirements of female education and that they will advance without forcing.

164. The statement which follows shows for each district the existing schools in which girls are educated (including mixed schools) and the attendance of pupils:—

Statistics of Schools (Public Institutions) attended by Girls for the year 1883-84.

Division.	District.	Local fund and municipal schools.		Missionary and other schools.		Indigenous schools.		Total	
		Number of schools.	Number of girls.	Number of schools.	Number of girls.	Number of schools.	Number of girls.	Number of schools.	Number of girls.
Arakan ...	Akyab ...	...	...	1	16	7	77	8	93
	Northern Arakan	...	...	...	...	...	...	...	...
	Kyaukpyu ...	...	...	...	...	10	65	10	65
	Sandoway ...	...	...	...	...	8	57	8	57
	Total ...	...	...	1	16	25	199	26	215
Pegu ...	Rangoon Town ...	1	20	14	729	44	878	59	1,627
	Hanthawaddy ...	...	...	...	...	58	639	58	639
	Pegu ...	1	4	...	...	71	774	72	778
	Tharrawaddy ...	2	14	2	34	48	492	52	540
	Prome ...	...	...	2	54	83	658	85	712
	Total ...	4	38	18	817	304	3,441	326	4,296
Irrawaddy ...	Thôngwa ...	3	75	1	25	80	923	84	1,023
	Bassein ...	1	6	4	112	109	1,269	114	1,387
	Henzada ...	1	86	...	...	57	592	58	678
	Thayetmyo ...	...	...	1	48	20	203	21	251
	Total ...	5	167	6	185	266	2,987	277	3,339
Tenasserim ...	Moulmein Town...	...	...	7	351	17	507	24	858
	Amherst ...	3	86	1	21	12	160	16	267
	Tavoy ...	...	...	1	36	18	234	19	270
	Mergui ...	...	...	...	...	11	178	11	178
	Shwegyin ...	1	2	1	27	59	579	61	608
	Toungoo ...	...	..	4	153	241	834	245	987
	Salween ...	...	...	...	...	...	...	...	...
	Total ...	4	88	14	588	358	2,492	376	3,168
	Grand Total ...	13	293	39	1,606	953	9,119	1,005	11,018

165. It will be seen that there is a total of 1,005 schools receiving female pupils, and that these schools have an attendance of 11,018 girls.

If these figures are compared with the corresponding figures for Indian provinces, it will be observed that in the matter of female education this province seems even now to be (as might be expected) in advance of larger and older provinces.

Through the agency of aided schools exclusively there are already under instruction in this province more girls than were returned two years ago in Government and aided schools taken together in the Punjab, the North-Western Provinces, or the Central Provinces. The figures are as follows:—

Province.	Number of schools for girls.	Number of pupils.
Punjab	311	9,358
North-Western Provinces	308	8,883
Central Provinces	79	3,225
British Burma	1,005*	11,018

166. This being the present position there is also good ground for hopefulness for the future. There is no reluctance on the part of the Burmese to send their daughters to normal schools under proper supervision, or to their subsequent employment as teachers, and the intended increase in the number of normal classes for mistresses will lead to a gradual supply of qualified female teachers. There is of course greater difficulty in arranging for the employment of female teachers than in the case of trained masters, but with the co-operation of municipal and rural boards employment will probably be readily found for as many certificated mistresses as are likely to be trained for some years to come.

167. Of the 1,005 schools entered in the above return, 52 are English or Anglo-vernacular. The 953 vernacular schools have all a mixed attendance of boys and girls. Burmese schools of this kind number 550 and Karen schools 403.

The appointment of additional Karen Deputy Inspector has brought under inspection a large number of Karen village mixed schools.

168. The report of the Junior Inspector shows that in the southern part of his circle, that is in Tenasserim, and notably in Mergui, the proportion of girls attending mixed schools is very large. In Arakan the reverse is the case, and just as in the streets of an Arakanese town the absence of women is a conspicuous feature of the scene, so in the indigenous schools the attendance of girls is comparatively small.

Among the aided English and Anglo-vernacular schools are some excellent secondary schools for girls, which seem to provide all that is needed in this direction.

The convent at Rangoon succeeded in passing 12 candidates at the last Middle School examination.

Teaching staff.

All the institutions returned as girls' schools are under female tuition. Female teachers are also employed in some of the indigenous schools.

Arrangement of classes.

In the Burmese vernacular mixed schools the girls are usually taught in separate classes, but in the Karen mission schools boys and girls study together in class.

Departmental measures for promotion of female education.

169. The following departmental measures for the promotion of female education have been in operation during the past year:—

(i) A normal class for the training of schoolmistresses has been maintained by Government in connection with the A. B. Mission girls'

* That is all schools attended by girls but not girls' schools exclusively.

school at Kemmendine, Rangoon, and capitation-grants given both to the school and the normal class teachers for every certificate gained.

(ii) The examination for teachers' certificates are open to allcomers on the recommendation of an Inspector of Schools.

(iii) Schoolmistresses obtaining teachers' certificates are granted by Government half salary in whatever school they are employed.

(iv) In grant-in-aid schools, and also in indigenous schools, results-grants are paid for girls at rates 50 per cent. higher than for boys.

(v) The subject of needlework has been added to the list of subjects for which results-grants are offered to indigenous schools.

(vi) At the Middle School examination needlework and cutting-out are accepted in the case of girls in lieu of algebra and geometry.

The statistics of the past year show that these measures are gradually producing their intended effect. The Kemmendine Normal Class is doing good work and already six certificated schoolmistresses are employed, receiving half salary from Government. The examinations in needlework have shown that great attention has been given to this subject.

New measures proposed during the year.

170. During the past year the subject of female education has received special attention, and plans for its further encouragement and extension have been submitted to the local Government.

The proposals made were—

(i) to establish in connection with existing aided girls' schools four additional normal classes for the training of schoolmistresses;

(ii) to encourage the attachment of female departments to municipal schools;

(iii) to invite municipal and local Committees to select candidates for training as schoolmistresses at the normal classes on the understanding that they will be employed when certificated.

171. The formation of two additional normal classes has been sanctioned, and one at Moulmein opens with the beginning of the current year. It is hoped that these plans will gradually be adopted in full and will lead to a wide extension of female education.

The present status of each division of the province in regard to female education will now be noticed.

Female education in the Arakan division.

172. The proportion of girls under instruction in Arakan is, as the Inspector observes, naturally smaller than elsewhere, "a large "percentage of the population being Mahomedans, "while the Arakanese are themselves to a great extent "imbued with Indian ideas regarding the seclusion and non-education of girls."

The small attendance of girls in the indigenous lay schools indicates a greater reluctance to entrust girls to male teachers, while it is reported that the custom of early marriage prevents the attendance at school of any but very young girls.

In 25 lay schools in the division there are only 199 girls in attendance.

There is only one grant-in-aid school for girls, namely, that of Mrs. Lackersteen at Akyab, a very useful primary school for European children which is well supported by its committee of management and has made good progress.

173. It may be hoped that the offer of additional results-grants for girls may increase the attendance of girls in the lay schools, but it is on the parents that influence must be brought to bear before any material advance is made. Meantime the formation of a training class for mistresses to be recruited by students for whom subsequent employment is guaranteed seems to be the best means for the encouragement of female education.

Female education in the Pegu division.

174. In this division there are 11 girls' schools registered under the grant-in-aid rules, two municipal schools, and 306 indigenous schools receiving girls. The total attendance at these schools is 4,200.

The number of indigenous primary schools is fairly distributed over the five districts, and for education to a higher standard the town of Rangoon contains good boarding schools both English and vernacular. The aided girls' school at Prome provides only elementary teaching.

At Thônzè a girls' school has lately been established under the A. B. Mission with good promise of success.

175. In this division, as elsewhere, there is abundant room for advance; but a good foundation is already laid, and the principal requirement is the supply of trained female teachers.

The most important schools for girls are in the town of Rangoon, where of eight schools six are for secondary education, with primary departments attached, and two are primary schools. The progress of these schools has been as follows.

176. The *convent*, conducted as two distinct institutions in different parts of the town, continues to be excellently managed.

The English department has been very successful, both in the middle and primary schools, gaining 36 passes in the latter and 11 in the former.

In the branch institution in Fraser street, while the management is apparently in no way inferior, the outturn of successful pupils has been very small.

177. The *Diocesan girls' school* for Europeans has worked well, and although no pupils were successful at the Middle School examination and only nine at the Primary School examination, both examinations showed that general progress of the pupils had been satisfactory and the inspection report was very favourable.

The school has an attendance of 61 pupils, of whom 53 are under primary instruction.

178. The *Episcopal Methodist school* for Europeans has an attendance of 99 pupils, of whom 90 are under primary instruction. The net results of examination have been insignificant; but the failure to pass pupils has been due to deviation from the provincial standards, and the inspection report shows that the school is well taught and supervised. When the course of teaching conforms fully to the prescribed standards better results may be looked for.

179. The *Kemmendine Burmese Girls' School* under the A. B. Mission has 31 pupils under secondary education and 115 in the primary school. The teaching is almost exclusively in the vernacular. The school maintains, under the careful and business-like management of Mrs. Douglas and Miss McAllister, the high position it has always held and is a model for Burmese girls' schools.

Two candidates out of eight presented passed the Middle School examination and 14 the Primary School examination.

The Department is much indebted to the managers of this school for the successful superintendence and conduct of the normal class for schoolmistresses which is attached to the school.

180. *St. Mary's School* under the S. P. G., with an attendance of 109 girls, would have obtained more success on examination but for a general failure in the subject of history. In other subjects a good percentage of the candidates presented were successful. The net result was that five pupils passed the lower primary test and the examination showed that good general progress has been made. The school is under the management of a Committee of the Ladies Association.

181. Two newly-established schools in Rangoon remain to be noticed, namely, the Municipal Burmese girls' school and the Church of England school for Europeans auxiliary to the Diocesan School. Both are promising schools, but it is too early to judge of their working.

Female education in the Irrawaddy division

182. Each of the four districts of this division is fairly supplied with schools to which girls are admitted. Five schools are aided under the grant-in-aid rules. At Henzada the Municipality maintains a Burmese girls' school, there is a private mission school for Karen boys and girls, and a total of 266 indigenous schools receive female pupils. The total number of girls returned as under instruction in the division is 3,467.

The general standard of teaching is not beyond that of primary schools, but the schools are widely distributed and are all capable of development.

The proposed formation of a normal class for mistresses at Bassein, which is at present under consideration, would probably have a good effect in improving and extending the existing provision for the education of girls to which no material obstacle exists here and which only awaits the employment of a qualified staff of teachers.

183. The principal girls' schools, in addition to the Karen Institute at Bassein, which receives both boys and girls, and the similar private Karen school at Henzada under Mrs. Thomas, are the following :—

Municipal Girls' School, Henzada.—This school, which has for many years formed a department of the boys' school, has lately been separated and placed entirely under Burmese schoolmistresses. The school is popular and has an attendance of 79 girls, but the Inspector doubts the soundness of the present arrangement for its management. Five pupils only were successful at the last Primary School examination.

184. *Municipal Girls' School, Yandoon.*—This school is treated at present as a branch of the boys' school ; it has an attendance of 29 pupils, of whom six passed at the last examination. The school has not yet passed the experimental stage.

185. *St. Peter's Girls' School, Bassein.*—This school, under the Roman Catholic Mission, consists of two small distinct schools, one for Europeans, the other for Karens, containing respectively 28 and 32 pupils. The teaching in both schools is elementary, but both are useful little schools.

186. *St. Helena's School, Thayetmyo.*—This school, under the Ladies Association, has an attendance of 57 pupils, of whom two only passed fully at the examination. The Inspector's report is however on the whole very favourable.

Female education in the Tenasserim division.

187. The prospects of female education in this part of the province are hopeful. The lay schools are generally largely attended by girls, and although these schools are as a rule inferior to similar schools in Pegu and Irrawaddy, and are also in the southern districts at least fewer in number, the large proportion of girls in attendance testifies the absence of prejudice in the matter. In the districts of Toungoo and Shwegyin the number of Burmese and Karen mixed schools is large.

188. The total number of indigenous schools attended by girls in the division is 115 with an attendance of 1,864 girls.

The formation of a normal class at Moulmein will be of service to these schools; and I hope to see a similar class opened at Toungoo or elsewhere in the division.

For secondary education, both vernacular and Anglo-vernacular, the town of Moulmein has good provision in the convent, the Morton Lane School, and the Karen school. At Toungoo, Shwegyin, and Tavoy the Karen mixed schools of the A. B. Mission also aim at the Vernacular Middle standard.

189. The more important girls' schools are situated in the town of Moulmein.

The *convent*, under similar management to that at Rangoon, is attended by 138 girls and is reported to have greatly improved. Two pupils passed the Middle School examination ; but the results of examination in the primary departments were not very satisfactory, and the school was far less successful than the sister institution at Rangoon.

190. The *Morton Lane School* under the A. B. Mission has 10 pupils under secondary instruction and 68 in the primary school. The school is excellently managed by Miss Sheldon and has been very successful in the primary departments, 22 pupils being fully passed by the Inspector.

The school is on the same plan and not less valuable than that at Kemmendine, and with the current year it will furnish the Department with similar valuable aid in superintending a normal class for schoolmistresses.

191. The *Diocesan Orphanage*, though not exclusively for girls, is attended principally by girls. The school has worked well in the past year and deserves credit for its success in passing pupils by the Middle School standard. In the primary school nine pupils were successful.

192. In the rural districts girls are received at the Government primary schools at Amherst, Chaungzon, and Thatôn, and at the new municipal school at Kawkareik, but the teaching is inferior in the absence of trained female teachers.

The convent at Toungoo, the only school exclusively for girls in the town, provides only elementary teaching.

SECTION VII.

Education of Special Classes.

(a) *Europeans and Eurasians.*

193. It has been shown in previous reports that very liberal provision is now made by the Government of this province for the special educational requirements of children of European parentage. The definition of "European" sanctioned by the Government of India is a wide one, including all persons of European origin, whether of whole or half blood, who hold to European habits and mode of life; and to all children of such parentage in this province there are open exceptional facilities for obtaining a useful education.

The grant-in-aid rules offer for all such pupils results-grants at double the rates payable for children of the Native races, while for the help of poor European or Eurasian families the Government offers annually, both for fatherless children and for children whose parents are in exceptionally poor circumstances, free stipends, irrespective of educational qualification, tenable at approved schools: 60 such stipends are awarded to boarders and 120 to orphans.

Finally 30 free apprenticeships are offered annually to European youths to enable them to learn handicrafts and obtain employment in railways, dockyards, or elsewhere.

194. The liberality of the grant-in-aid rules in the case of Europeans may be illustrated by a comparison between the grants which may be gained by a European girl and a Native boy respectively. Thus a Native boy, a boarder pupil of an upper primary school, who fully passes the upper primary school standard, can earn for his school a total grant of Rs. 21, while a European girl under the same circumstances would earn Rs. 63. If she were also in receipt of a stipend, the Government would pay a total of Rs. 123 on her account. The Inspector justly remarks that with State aid available at these rates, there need be no fear of poor European children being shut out from existing schools on account of want of funds.

195. The past year is the first during which these plans have been in full operation and from which some opinion may be formed of the usefulness and success of the special measures thus adopted. The Inspectors of Schools have reported fully on the subject, and I shall best illustrate the working of our plans by summarizing their reports.

196. The enquiries set on foot two years ago showed that there was a European population of 12,864 for which educational provision was needed, the number of children of schoolgoing age being estimated at 1,800, of whom 1,123 were already at school.

The returns furnished by the Inspectors show a total of 1,420 European children attending school at the close of the year under report, of whom 111 are in the enjoyment of stipends from Government, while all alike earn for the schools which they attend double grants both for the results of examination and for attendance.

The special facilities held out to European children have therefore been followed by some increase in the total school attendance of Europeans. It is represented also that many European children now attend boarding schools who would otherwise have been unable to do so, and that these facilities are welcomed by numerous poor European families.

197. The liberal grants offered for European pupils naturally encourages the entertainment of such pupils by aided schools, and it is shown by statistics that the number of European pupils attending aided schools has risen from 593 in 1882 to 1,308 in 1883-84.

198. Both Inspectors report favourably of the working of the stipend system, and their reports show that, judging from the age of the pupils, the time they have been at school, the standard reached, and their general appearance at the annual inspection, there is reason to be satisfied that they receive the attention which is expected.

The award of apprenticeship, a very important part of our system, has also produced favourable results in the Pegu division, where eight apprentices have been appointed and seven are now at work. Even here however the full number of apprenticeships offered has not been taken up, while in Tenasserim and Arakan this part of the scheme has hitherto failed to attract European youths; one apprentice stipend only has hitherto been awarded by the Moulmein Board and none by the Arakan Board. This failure is to be regretted and suggests the desirability of some modification of the system.

199. The eight apprentices now enjoying stipends are employed in the various dockyards, timberyards, and ricemills as fitters and otherwise; their employers uniformly report well of these apprentices, and there has been no instance of misconduct or complaint of lack of application among them.

None of the holders of European and apprentice stipends are received at the railway workshops at Insein, where a very useful and successful system of training is carried on by the Locomotive Superintendent, Mr. Thomas.

200. This is perhaps an appropriate place to introduce a notice of this apprentice school.

Apprentice School, Insein.

This school is under the management of Mr. G. E. Thomas, Locomotive Superintendent, is described by the Inspector as a pattern for industrial schools, and he advocates its extension so as to admit a larger number of apprentices. The present number of European apprentices is 20. The following is an extract from the Inspector's report :—

"The completeness of the arrangements, the systematic management, and the forethought displayed for the moral, physical, and intellectual training of the apprentices command admiration.

"The young men have suitable board and lodging at moderate rates and enjoy further the advantages of church, library, billiard-room, gymnasium, and a swimming-bath A night school is open for imparting such technical instruction as is required for overseers and skilled artisans. Excellent arrangements exist for the due supervision and control of the apprentices in and out of working hours.

"All the young men are enlisted as volunteers. After a short period of probation a new apprentice signs indenture for five years. Terms of pay are alike for Europeans and Natives. A regular course is followed, beginning at the forge and bench, through successive stages as machinist, fitter, and erector.

"Mr. Thomas says the apprentices do better work than any workmen obtainable here at a less cost than coolie labour, consequently the apprentice system is advantageous to the employer.

"Respectable European parents are so anxious to get their sons admitted that many would be glad to secure their admission without pay at all. It is therefore clear that the system is appreciated by the employé."

201. Annexed is a summary showing the distribution of the school attendance of European pupils in the province :—

Attending schools exclusively for Europeans.			Attending schools not exclusively for Europeans				
	Aided schools.		*Government or municipal schools*		*Aided schools.*		Total.
	Secondary	Primary.	Secondary.	Primary	Secondary	Primary.	
	388	40	90	9	760	130	1,417*

* Excluding three in college department, Rangoon High School, and one in School of Art.

It will be seen that the majority of European children attend schools open to all races alike.

There are only eight schools in the province which are reserved for Europeans exclusively, namely, the Diocesan boys and girls' schools, the A. B. Mission schools at Rangoon and Moulmein, the Diocesan Orphanage, and the Town School, Moulmein, the Church of England School, and the Episcopal Methodist School at Rangoon. In all the schools alike, whether exclusively for Europeans or open to all races, the same general course of instruction is followed, the course being regulated by the provincial and university standards.

Indian code for European schools.

202. The special code for European schools which has been adopted in India has not yet been applied to this province.

(*b*) *Mahomedans.*

203. The subject of the education of Mahomedans has received special attention during the year, and in January last a report on the subject was submitted to Government and formal proposals were made for the adoption of measures to meet the exceptional requirements of this part of the population. The subject is still under consideration and its disposal will be matter for future report.

A committee of Mahomedan gentlemen has been formed for the purpose of eliciting for the consideration of Government the views of the Mahomedans themselves in regard to the proposals made and the requirements of the Mahomedan community.

204. The report of February last showed that the province contains a total population of 168,881 Mahomedans, congregated principally in the towns of Akyab, Rangoon, Moulmein, Amherst, Bassein, and Mergui, and that there is a considerable number of elementary Mahomedan schools which receive no benefit from the present system of aiding indigenous schools, while comparatively few Mahomedan pupils attend existing Government and municipal schools.

205. The proposals submitted were based on the recommendations of the Education Commission for the furtherance of Mahomedan education, and included the award of exceptionally liberal aid under the grant-in-aid rules, the addition of Hindustani and Bengali to the list of subjects for which grants are offered in indigenous schools, the appointment of a Mahomedan Deputy Inspector of Schools, the formation of a Mahomedan normal class for the training of teachers, the appointment of teachers of Persian and Arabic to existing municipal schools, and the foundation of close scholarship for Mahomedan pupils. Of these proposals the offer of results-grants for Hindustani and Bengali in indigenous schools has already been sanctioned.

206. The information furnished up to date shows a total of 74 existing Mahomedan schools with 1,323 scholars. These schools are for the most part strictly elementary schools and in many cases are distinguishable from Burmese lay schools only by the addition of rote lessons in the Koran.

(*c*) *Native Chiefs and other Special Classes.*

207. The circumstances of this province render unnecessary any special provision under this head.

SECTION VIII.

Private Schools.

208. The statistics of schools falling under this head show that nearly all schools in the province, excepting a few indigenous schools and a very few mission schools, are working in accordance with the departmental system, following the course of instruction leading to the provincial standards of examination for primary and secondary schools.

209. A total of 372 schools are returned as private. Of these 278 are Burmese and 18 Karen indigenous schools; 74 are elementary Mahomedan schools. The latter, as it has been shown elsewhere, have not hitherto shared the benefits of our plans for improving indigenous schools. Among the former are certain monastic schools in the Thayetmyo district which still hold aloof from the

departmental system in consequence of the ill-advised action of a Deputy Inspector ten years ago. All these schools are of the primary grade.

There are no advanced schools teaching an oriental classical language.

Pali is taught in nearly all Buddhist schools, but rarely beyond the middle standard. There is no Pali institution, the Inspector writes, which can be compared with the Sanscrit *Vidyashálé* of India.

210. One Anglo-vernacular Mission school in Rangoon under the Rev. J. Packer, of the A. B. Mission, is conducted independently of the Department and does not send pupils to the provincial examinations. The same remarks apply to a school for Karen boys and girls at Henzada under the same mission.

SECTION IX.

Preparation and Distribution of Text-books and other Educational Literature.

211. The year under report has seen the introduction of material changes in the arrangements both for the preparation and for the distribution of school text-books and educational literature.

Text-book Committee.

Early in the year the rules under which the provincial Text-book Committee works were revised and an Editor of school text-books was appointed to the duty of editing and preparing for the press the text-books approved by the Committee, reviewing original works submitted, and working generally under the orders of the Director in consultation with the Committee. The revised rules were published in the last annual report.

212. In addition to the examination of works submitted to the Committee, the collation of manuscripts and preparation of text-books for the press, an important part of the Editor's duty is the translation of English text-books into the vernacular.

For the office of Editor the services of Mr. A. B. Savage, of the high school staff, were engaged, and he was allowed the assistance of a clerk and two Native subordinates. This change of system has been rendered necessary by the urgent need of providing additional text-books and the inability of any member of the Text-book Committee to devote the time required for the editing or preparation of text-books.

213. The following is a summary of the work done by the Committee during the year. At the beginning of the year the Committee had under consideration the following books:—

Burmese Readers	6 manuscripts.
Burmese Grammar	1 printed work.
History of Burma in Burmese	2 manuscripts.
History of India in English	1 printed work.
Grammatical Tables and Parsing	1 ditto.
Anglo-Burmese 99 Stories	1 printed sheet.
Youman's Botany in Burmese	1 manuscript.
Spelling of Pali Words	1 ditto.
Reduction of Alloy into Pure Gold...	1 ditto.

In addition to the above the following were also submitted for approval:—

Outline History of Burma in English	1 printed copy.
History of Burma in Burmese Rhyme	2 ditto.
Thinbôngyi	8 ditto.
Land Surveying	1 ditto.
Outline History of India	1 ditto.
Pali Text	1 ditto.
Buddhist Catechism	1 ditto.
Stapley's Translation exercises	1 series.
Anglo-Burmese Dictionary	1 printed work.
Arithmetical Tables	1 ditto.
Easy Selections from English Literature	1 ditto.
English Reader	1 ditto.
Eclectic Arithmetic in Burmese and English... ...	1 ditto.
English Primer	1 ditto.
Sir Arthur Phayre's History of Burma	1 ditto.
Burmese Reader, No. 2	1 manuscript.
Savage's Translation of Kelly's Handbook of Surveying ...	1 ditto.

214. The Committee has disposed of all the books and manuscripts shown in the two preceding statements, excepting three Burmese readers and two other manuscripts.

Under the orders of the Committee the following works have also been revised and republished during the year :—

Chauksoundwe (new edition with a complete glossary) ...	10,000 copies.
Thudhammasari (new edition)	5,000 do.
Maha Janaka Jataka Vatthu (revised edition)	5,000 do.
Burmese Reader, No. 1 (new edition)	10,000 do.

The following works were admitted on the list of authorized text-books :—

Kelly's Handbook of Surveying in Burmese, by Mr. A. B. Savage.
Eclectic Arithmetic in Burmese and English, by Mr. Nicholls.
History of Burma, by Sir Arthur Phayre.

The copyright of the following publications was registered :—

Chauksoundwe.
Thudhammasari.
Maha Janaka Jataka Vatthu.
Thadhabuha.
Dhammapada, in Pali.
Captain Forbes' History of Burma.

215. The right of translation into Burmese of Dr. Hunter's History of India has been purchased by the Committee, and on the 1st February the Editor began the translation of the book. The translation of the portion prescribed for the next Middle School examination has now been completed, and it is expected that the book will shortly be issued from the press. The copyright of a Burmese grammar by Maung Kyi has also been purchased by the Committee, and this work will be issued under the authority of the Text-book Committee after revision.

216. The above record shows that under the new regulations the Text-book Committee has been enabled to make much more progress than in any previous year in the preparation and publication of school text-books and educational literature.

There is still a pressing call for text-books in the vernacular in subjects prescribed for public examinations, and the editorial staff has abundant work to do before the demand for educational literature is fully supplied.

217. Mr. Savage, the Editor, has proved himself well qualified for the very important duty entrusted to him. An exceptionally good Burmese scholar, he has worked very industriously and has been well supported by his Native assistants. He is also a careful and independent critic.

Government Book Depôt, Rangoon.

218. The Government Book Depôt has continued in operation throughout the year under the revised rules noticed in the last report. Near the close of the year proposals were received from a private firm in Rangoon and also from the A. B. Mission Press to relieve the Government, either gradually or entirely, of the business hitherto carried on by the Government Book Depôt. The proposals were in accordance with the recommendations of the late Education Commission on this subject, and those of the A. B. Mission Press were accepted.

219. This arrangement, under which the stock of English school-books and materials is at once made over to the Mission Press and the work of the Book Depôt limited to vernacular publications and such miscellaneous works as are from time to time sent from the Secretariat, is now in course of adoption. Its completion, and the details of the arrangement, will be the subject of future report. Should the plan work satisfactorily, it is hoped that it will be shortly possible to transfer the entire business of the depôt to the Mission Press and to close the Government Book Depôt.

220. The report of the curator on the operations of the depôt during 1883-84 shows that while there has been an increase of expenditure of Rs. 12,000 in round numbers for purchase and publication of books (including law-books and Acts), there has been a net decrease of Rs. 7,000 in the receipts from sales.

221. The principal decrease of sales is at the Central Depôt, Rangoon, where the receipts were upwards of Rs. 5,000 less than in the preceding year. This is partly accounted for by the inability of the depôt to meet all demands promptly

owing to want of proper accommodation and to the interruption of business consequent on the removal of the depôt from the high school to the Government office buildings. But the principal reason assigned, I believe correctly, by the curator is the great impetus which has been given in recent years, mainly by the depôt itself, to the publication of vernacular literature and the glutting of the book market which has followed the establishment of new vernacular presses.

In the competition between these presses the prices of books have been so reduced that the Government Book Depôt, previously the cheapest book store in Rangoon, has been unable to attract the usual number of purchases, and vernacular books are still being published by Native presses at rates which the curator describes as ruinous. This state of things cannot continue long, but in the mean time it has materially affected the business done by the Depôt.

222. Of the agencies in the interior rather more than half show increased sales, and it is satisfactory to notice that the principal increase is in the case of Deputy Inspectors of Schools to whom is entrusted the distribution of books among the indigenous schools.

In a few instances a decrease is shown in the sales by Deputy Inspectors, notably in Hanthawaddy and Thôngwa. In the latter case the reason is probably that this is the second year of the existence of the agency and that the first year's sales were naturally very large.

In the case of Hanthawaddy no special reason has been assigned, but there is little doubt that the falling-off in sales is due to the state of the Rangoon book market which has been noticed above.

Sales at schools transferred to municipal management have also fallen off very considerably, but no reason is assigned for this.

New agencies.

223. Five new agencies were opened during the year, making in all 45 agents employed by the depôt. The new agents are four Deputy Inspectors of Schools and the head master of a municipal school at Gyobingauk.

Discount allowed to aided schools.

224. The total value of stock sold to aided schools at a discount of 20 per cent. was Rs. 3,670 compared with Rs. 6,598 last year.

Under the new arrangements discount at half the above rates will be allowed by the Mission Press.

225. The actual business done during the year and the detail of the stock in hand and of the operations of the depôt and agencies are set forth in the usual form in the statements which follow :—

STATEMENT A.

No.	Agents.	Localities.	Value of stock in hand on 1st April 1884.	Balance value of stock in hand on 31st March 1884.
			Rs. A. P.	Rs. A. P.
0	Central Book Depôt	Rangoon	89,777 10 6	1,37,161 15 11
1	Deputy Inspector of Schools	Rangoon Town ..	..	538 0 0
2	Ditto ditto	Bassein	506 7 6	347 15 0
3	Ditto ditto	Moulmein	202 1 9	107 1 3
4	Ditto ditto	Akyab	651 6 9	813 3 9
5	Ditto ditto	Prome	528 9 6	531 4 0
6	Ditto ditto	Thayetmyo	..	268 5 9
7	Ditto ditto	Henzada	112 7 0	247 1 0
8	Ditto ditto	Thôngwa	202 10 6	66 15 6
9	Ditto ditto	Tharrawaddy ..	177 10 3	306 7 6
10	Ditto ditto	Shwegyin	300 15 3	226 11 6
11	Ditto ditto	Pegu	..	82 6 0
12	Ditto ditto	Hanthawaddy ..	142 2 0	357 7 0
13	Ditto ditto	Tavoy and Mergui ..	252 9 0	407 7 6
14	Ditto ditto	Kyaukpyu	474 4 6	407 1 6
15	Deputy Inspector of Karen Schools	Irrawaddy Division ..	33 6 0	99 4 6
16	Ditto ditto	Pegu do. ..	..	648 6 6
17	Ditto ditto	Toungoo	397 11 0	352 10 0
18	Head Master, Government School	Moulmein	4,750 0 0	4,015 5 0
19	Ditto, ditto	Bassein	2,915 9 0	1,778 14 3
20	Ditto, ditto	Prome	1,531 13 0	406 13 9
		Carried over ..	1,02,957 5 6	1,49,165 13 2

STATEMENT A—(concluded).

No.	Agents.	Localities.	Value of stock in hand on 1st April 1884.	Balance value of stock in hand on 31st March 1884.
			Rs. A. P.	Rs. A. P.
		Brought forward ..	1,02,957 5 6	1,49,165 13 2
21	Head Master, Government School	Tavoy	900 10 11	728 11 5
22	Ditto, ditto	Mergui	356 8 0	479 12 8
23	Ditto, ditto	Shwegyin	916 0 9	769 0 9
24	Ditto, ditto	Toungoo	595 15 3	1,149 7 9
25	Ditto, ditto	Kyaukpyu	574 7 1	592 13 6
26	Ditto, ditto	Sandoway	968 4 11	812 2 9
27	Ditto, ditto	Pegu	512 13 3	470 6 3
28	Ditto, ditto	Yandoon	721 10 3	587 8 9
29	Ditto, ditto	Pantanaw	801 0 6	815 10 0
30	Ditto, ditto	Ngathainggyaung ..	386 9 9	342 2 9
31	Ditto, ditto	Henzada	981 5 0	979 10 0
32	Ditto, ditto	Danubyu	310 2 6	247 12 0
33	Ditto, ditto	Gyobingauk.. ..	..	241 12 0
34	Ditto, ditto	Myanaung	193 6 6	163 15 6
35	Ditto, ditto	Paungdè	393 8 3	719 1 3
36	Ditto, ditto	Yatanung	311 13 0	248 13 0
37	Ditto, ditto	Thatôn	116 11 6	269 3 0
38	Ditto, ditto	Chaungzôn	113 8 3	114 11 9
39	Ditto, ditto	Myohaung	118 0 5	293 12 3
40	Ditto, ditto	Shwedaung	511 10 3	469 3 9
41	Ditto, ditto	Padaung	108 6 0	95 7 0
42	Ditto, ditto	Thônzè	150 1 6	259 1 6
43	Ditto, ditto	Amherst	..	329 8 0
44	Ditto, ditto	Papun	..	334 8 0
45	Local agent	Akyab	598 13 6	657 0 0
		Total ..	1,13,098 7 10	1,60,832 0 4
		Stock in transit ..	729 0 0	890 4 0
		GRAND TOTAL ..	1,13,827 7 10	1,61,722 4 4

STATEMENT B.

No	Agents.	Localities.	Sales. 1882-83.	Sales. 1883-84.	Increase.	Decrease.
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
0	Central Book Depôt	Rangoon ...	18,136 14 9	12,957 10 3	..	5,179 4 6
1	Head Master, Government School ...	Moulmein ...	1,968 8 6	1,719 4 0	...	249 4 6
2	Ditto, ditto	Bassein ...	2,440 13 10	1,657 3 0	...	783 10 10
3	Deputy Inspector of Schools	Hanthawaddy ..	1,378 3 0	764 12 0	...	613 7 0
4	Head Master, Government School ...	Henzada ...	841 7 6	673 11 6	...	167 12 0
5	Ditto, ditto	Shwegyin ...	666 3 0	636 14 6	..	29 4 6
6	Ditto, ditto	Tavoy ..	682 3 5	605 9 9	..	76 9 8
7	Deputy Inspector of Schools	Bassein ...	344 10 6	583 9 3	238 14 9	...
8	Head Master, Government School .	Sandoway ...	625 10 11	577 4 8	...	48 6 3
9	Ditto, ditto	Paungdè ...	537 0 6	450 10 6	...	86 6 0
10	Ditto, ditto	Prome ...	359 9 9	446 4 6	86 10 9	..
11	Deputy Inspector of Karen Schools ..	Pegu ...	..	436 13 6	436 13 6	.
12	Deputy Inspector of Schools	Henzada ...	144 1 0	400 9 0	256 8 0	...
13	Ditto ditto	Toungoo	261 11 0	360 6 0	98 11 0	...
14	Ditto ditto .	Tavoy and Mergui ..	205 11 6	334 0 6	128 5 0	
15	Head Master, Government School .	Toungoo	323 7 0	401 7 6	78 0 6	..
16	Ditto, ditto	Pantanaw ...	310 8 0	319 6 9	8 14 9	...
17	Ditto, ditto	Shwedaung ...	350 9 0	319 3 3	.	31 5 9
18	Deputy Inspector of Karen Schools ...	Irrawaddy ...	246 5 6	307 2 0	60 12 6	..
19	Deputy Inspector of Schools ...	Prome ..	103 7 0	294 13 6	191 6 6	
20	Head Master, Government School ...	Danubyu .	171 9 9	251 7 6	79 13 9	..
21	Ditto, ditto	Mergui ...	491 15 9	244 13 3	...	247 2 6
22	Ditto, ditto	Pegu ...	215 12 0	240 9 0	24 13 0	...
23	Deputy Inspector of Schools	Tharrawaddy ...	313 13 3	235 2 9	...	78 10 6
24	Head Master, Government School	Thônzè ...	414 2 6	228 4 0	...	185 14 6
25	Deputy Inspector of Schools	Moulmein ...	190 1 6	226 6 0	36 4 6	...
26	Deputy Inspector of	Shwegyin ..	422 13 6	221 9 3	...	201 4 3
27	Head Master, Government School .	Ngathainggyaung	360 4 6	211 5 0	...	148 15 6
28	Deputy Inspector of Schools . .	Thayetmyo	..	204 2 6	204 2 6	..
29	Head Master, Government School ...	Kyaukpyu ..	255 9 6	194 6 6	...	61 3 0
30	Deputy Inspector of Schools ...	Thôngwa ...	599 7 0	193 11 0	..	405 12 0
31	Head Master, Government School ...	Yandoon ...	391 9 9	191 11 6	...	199 14 3
32	Deputy Inspector of Schools	Akyab ...	115 15 3	161 1 0	45 1 9	
33	Local Agent	Do. ..	680 11 6	151 5 6		529 6 0
34	Head Master, Government School ...	Thatôn ...	85 0 6	131 9 0	46 8 6	.
35	Ditto, ditto	Amherst ...	...	119 10 0	119 10 0	...
36	Ditto, ditto	Myanaung ...	210 0 9	105 2 3	...	104 14 6
37	Ditto, ditto	Myohaung ...	80 14 3	87 0 2	6 1 11	.
38	Ditto, ditto	Chaungzôn ...	58 3 9	78 10 6	20 6 9	
39	Ditto, ditto ..	Yataung ..	165 14 6	68 0 0	.	97 14 6
40	Deputy Inspector of Schools	Kyaukpyu ...	32 1 6	67 3 0	35 1 6	...
41	Head Master, Town School	Gyobingauk .	...	64 11 0	64 11 0	...
42	Ditto, ditto .. .	Papun ..	...	22 6 0	22 6 0	...
43	Deputy Inspector of Schools ..	Pegu ...	...	13 13 6	13 13 6	..
44	Head Master, Government School ..	Padaung ...	60 6 6	12 15 0	...	47 7 6
45	Deputy Inspector of Schools . .	Rangoon Town ...	...	...	...	...
		Total ..	35,243 9 2	27 973 11 1	2,303 15 11	9,573 14 0

STATEMENT C.

		Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.
1883.	By value of stock on hand at central depôt and agencies	1,13,098 7 10		1883-84.	By value of stock sold	27,973 11 1	
	,, value of stock in transit...	729 0 0	1,13,827 7 10		,, value of stock distributed gratis ...	399 8 0	
	,, selling value of stock in England	17,099 8 0			,, value of stock supplied for use in Government schools	658 13 5	
	,, selling value of stock received through India Office	...			,, value of stock supplied for school prizes ...	178 0 0	
	,, selling value of stock purchased locally ...	23,510 13 0			,, value of stock supplied for service ...	1,396 13 3	
	,, selling value of stock received from British Burma Secretariat	39,707 12 3			,, value of stock supplied to jails and other schools	1,010 13 0	
	,, selling value of stock received from Rangoon Jail Press	150 0 0			,, value of stock awarded as results-grants ...	882 4 9	32,499 15 6
			80,468 1 3		,, written off to profit and loss	..	73 5 3
					,, value of stock in transit	890 4 0	
					,, value of stock at central depôt and agencies	1,60,832 0 4	1,61,722 4 4
	Total ...	...	1,94,295 9 1		Total ...	...	1,94,295 9 1

Audit of accounts.

226. The last report of the Auditor of the accounts of the Book Depôt appointed by the Accounts Department is satisfactory and shows that the new system introduced last year has worked well and that the accounts have been kept with care and regularity by the curator, Mr. P. H. Ripley.

Young Men's Institute, Rangoon.

227. This institution, which receives an annual grant-in-aid from educational funds, is designed, in the words of its prospectus, to afford facilities for mental culture and self-improvement to persons of every denomination, and is open to all without distinction as subscribers only, on the understanding that they have no voice in its management.

This object is promoted by the maintenance of a library and reading-room in which all the leading English periodicals, journals, magazines, and reviews are taken in and by lectures.

228. During the past year the Institute, which is managed by a Committee under the presidency of a clergyman of the Roman Catholic mission, has been less flourishing than in former years. The lectures have been poorly attended, debates have ceased, and the income from subscriptions has declined. Vigorous efforts are now being made by the Committee to improve the position of the Institute, which has been registered under the Act of 1860.

RANGOON:
The 7th August 1884.

P. HORDERN,
Director of Public Instruction.

APPENDICES.

STANDARDS OF EXAMINATION FOR INDIGENOUS SCHOOLS

Referred to in paragraphs 81 and 82 of this Report.

Notification No. 63, dated the 12th September 1883.—By order of the Chief Commissioner the special standards of examination hitherto prescribed for indigenous schools aided under the departmental system have been amalgamated with the provincial standards prescribed for the Lower Primary, Upper Primary, and Middle School examinations. Such schools will henceforth be examined and aided in accordance with the following schedule.

Throughout the standards grants will be paid for female pupils at rates 50 per cent higher than those here specified.

Scholarships are awarded annually under each standard to pupils who pass the standard and gain not less than 50 per cent of full marks in each separate subject included in the standard and 60 per cent. on the total.

The number of scholarships awarded is however limited in each district by the amount of funds available.

Lower Primary Standard

BURMESE: RESULT-GRANT, Rs. 4.

To read at sight with facility a moderately easy book; to write to dictation from the same; to point out nouns and verbs.

ARITHMETIC: RESULT-GRANT, Rs. 4.

The four simple rules including easy miscellaneous questions.

GEOGRAPHY: RESULT-GRANT, Rs. 4.

To name and point out on the map the chief physical features and towns of Burma and the principal continents and oceans of the world

N.B.—For a full pass a pupil must pass in all three subjects above mentioned.

Results-grants are also payable for the following subjects under this standard:—

PALI: RESULT-GRANT, Rs. 4.

To write correctly to dictation from the *Mingala Thôk* (မင်္ဂလာသုတ်) and *Apyinaunggyin* (အပြင်ဇောင်ခြင်း).

Elementary grammar.—Declensions of nouns and pronouns.

HISTORY: RESULT-GRANT, Rs. 4.

Outlines of the History of Burma from the accession of Alaungpaya (A.D. 1753) to end of the reign of Bagyidawpaya (A.D. 1837).

PHYSIOLOGY: RESULT-GRANT, Rs. 4.

"The House I live in," chapters I to VII inclusive.

AGRICULTURE: RESULT-GRANT, Rs. 4.

"Handbook of Agriculture for Burma," Part I, and Part II, chapters I to V.

SANITATION: RESULT-GRANT, Rs. 4.

"Sanitary Primer for Burmese Schools," chapter I.

NEEDLEWORK: RESULT-GRANT, Rs. 4.

Threading needles and ability to sew together a lôngyi (လုံချည်) or tamein (ထဘီ).

Upper Primary Standard

BURMESE: RESULT-GRANT, Rs. 6.

To read at sight with fluency and intelligence a passage of ordinary difficulty from a book or newspaper; to write to dictation from the same; to parse easy sentences.

ARITHMETIC: RESULT-GRANT, Rs. 6.

The four simple and compound rules thoroughly; vulgar fractions (four rules), bills-of-parcels, simple practice.

GEOGRAPHY: RESULT-GRANT, Rs. 6.

To have a fair knowledge of the chief physical features and political divisions of the world.

N.B.—For a full pass a pupil must pass in all three subjects above mentioned and also in one of the following subjects.—

PALI: RESULT-GRANT, Rs. 6.

To write from dictation from *Mingala Thôk* (မင်္ဂလာသုတ်), *Apyinaunggyin* (အပြင်ဇောင်ခြင်း), *Atwinaunggyin* (အတွင်းဇောင်ခြင်း), *Yadanashwegyaing* (ရတနာဘွဲ့ရှိုင်း); parsing easy sentences from the text; translation of any single word into Burmese.

HISTORY: RESULT-GRANT, Rs. 6.

History of Burma, from A.D. 1837 to present time, in addition to the portion prescribed for the Lower Primary test. (Subject to approval by the *Educational Syndicate.*)

PHYSIOLOGY: RESULT-GRANT, Rs. 6.

"The House I live in," chapters VIII to XV inclusive, in addition to the portion prescribed for the Lower Primary test.

AGRICULTURE: RESULT-GRANT, Rs. 6.

"Handbook of Agriculture for Burma," Part II, chapter VI, to the end of the book.

SANITATION: RESULT-GRANT, Rs. 6.

"Sanitary Primer for Burmese Schools," chapter II to the end of the book.

NEEDLEWORK: RESULT-GRANT, Rs. 6.

Ability to make up a garment, such as an *ingyi* (အင်္ကျီ), but not to cut it out.

Middle School Standard.

BURMESE: RESULT-GRANT, Rs. 10.

To read, with fluency and intelligence, from any prescribed text-book of ordinary difficulty; to parse sentences from the same; dictation from the same; composition on any familiar subject.

ARITHMETIC AND ALGEBRA: RESULT-GRANT, Rs. 10.

Arithmetic.—Simple and compound rules; vulgar and decimal fractions; simple and compound proportion; simple and compound interest.

Algebra.—The first four rules.

GEOMETRY AND MENSURATION: RESULT-GRANT, Rs. 10.

Euclid.—Definitions and the first 26 propositions of Book I.

Mensuration.—Todhunter's Mensuration for Beginners, sections I to III inclusive.

N.B.—A candidate may substitute either of the following for Todhunter's Mensuration, namely:—

(*a*) *Kelly's Handbook of Practical Survey,* chapters I and IV; the description and areas in chapter III; also the diagonal scales in chapter VII and the appendix;

or

(*b*) *Clancey's Aid to Land-surveying,* chapters I and II; the diagonal scales in chapter IV, and the description and use of Gunter's chain in chapter VII.

HISTORY AND GEOGRAPHY: RESULT-GRANT, Rs. 10.

History.—The whole of Burma to be well known. (This is subject to approval by the *Educational Syndicate.*)

Geography.—A knowledge of the physical geography and an accurate acquaintance with the maps of Burma, India, and Asia, and a good general knowledge of the world.

*N.B.—The foregoing subjects are compulsory for a full pass.**

Results-grants are also given for the following subjects under this standard:—

PALI: RESULT-GRANT, Rs. 10.

The *Chauksaungdwè* (ချောက်စောင်တွဲ); parsing sentences from the same. To translate easy prose passages to Pali and *vice versâ.*

PHYSIOLOGY: RESULT-GRANT, Rs. 10.

"The House I live in;" the whole more fully than for the Upper Primary test.

AGRICULTURE: RESULT-GRANT, Rs. 10.

The "Handbook of Agriculture for Burma;" the whole more fully than for the Upper Primary test.

SANITATION: RESULT-GRANT, Rs. 10.

"Sanitary Primer for Burmese schools;" the whole more fully than for the Upper Primary test.

NEEDLEWORK: RESULT-GRANT, Rs. 10.

To cut out and complete any garment ordinarily worn by a Burman.

Results-grants earned under the Middle School Standard will be paid by the Deputy Inspector of Schools at the time of examination; but for a Middle School certificate pupils must go up to the annual provincial Middle School examination held at appointed centres.

* For a Middle School certificate female candidates have the option of substituting needlework and cutting-out for algebra, geometry, and mensuration.

SCHEME FOR THE AWARD OF SALARY-GRANTS TO CERTIFICATED TEACHERS EMPLOYED IN INDIGENOUS SCHOOLS.

(Referred to in paragraph 84 of this Report).

Notification No. 41.—Dated the 31st July 1884.—The following scheme, sanctioned by the Chief Commissioner, British Burma, is published for general information :—

INTRODUCTION.

THIS scheme will take effect from the 1st April 1884 and will be in force for five years from that date. It will be liable to revision after the 1st April 1889.

CHAPTER I.

CONDITIONS OF SERVICE UNDER THE SCHEME.

Status of certificated teachers

2. Certificated teachers will henceforward not be appointed to the public service and will not be eligible for pension ; but, subject to the conditions hereinafter stated, any certificated teacher employed in an approved school will be entitled to receive a monthly salary-grant from Government, or from the Municipal or Rural Board of the town or place in which he may be employed.

Standards of examination and certificates.

3. There are two standards of examination for teachers' certificates called respectively the higher and lower standards, and certificates of qualification are issued to teachers in accordance with these standards at the periodical examinations for teachers' certificates held by the Educational Syndicate.

Nature of employment held out to certificated teachers.

4. Two courses will be open to any candidate who has obtained a teacher's certificate, namely,—

(i) to undertake service in an existing school, or
(ii) to establish a school on his own account.

In both cases the certificated teacher will be eligible for salary-grants.

5. In schools where a certificated teacher drawing salary-grants is employed the following division will be made of the total results-grants awarded by the inspecting officer, namely,—

to the manager of the school,—three-fourths of the total amount earned ;
to the certificated teacher,— one-fourth of the total amount earned.

6. Additional special aid in the form noted below will be given to certificated teachers establishing independent schools of their own.

Offer of Special Aid to Certificated Masters of Private Schools.

Any private school conducted by a master holding a teacher's certificate of the Education Department, and in which the prescribed records are regularly kept, will be eligible for aid under the following conditions :—

(*a*) A first equipment-grant, consisting of books, maps, slates, and blackboard.
(*b*) Results-grants } under standing rules.
(*c*) Building-grant }
(*d*) An annual attendance-grant at the following rates for every pupil who has attended the school for not less than 100 days in the year and who is otherwise qualified, namely,—
(i) for every pupil who has passed the upper primary examination, Rs. 4 ;
(ii) for every pupil who has passed the lower primary examination, Rs. 3 ;
(iii) for every pupil certified by the inspecting officer to have made satisfactory progress—
in the upper primary division, Rs. 2 ;
in the lower primary division, Re. 1.
(*e*) Services of an assistant master when necessary, provided funds and the supply of certificated teachers permit.

Special rule for Arakan.

The extension of the above scheme, which has been specially sanctioned for schools in the Arakan division, is summarized in the two following rules :—

(1) The conditions of the existing rule may, with the sanction of the Director of Public Instruction, and subject to the approval of the Municipal or District Board concerned, be offered to a limited number of indigenous schools whose managers, though not trained teachers, are willing to comply with the prescribed conditions, and which are specially recommended by the Inspector of Schools.

(2) In poor and backward districts where no good indigenous schools exist, and in localities selected by District Officers, certificated masters shall be established in independent schools on the fixed salary of their grade and shall enjoy in addition the privileges allowed to schools independently conducted by a certificated master.

Rates of salary-grants payable to certificated teachers

7. Salary-grants will be paid by Government and by Municipal or Rural Boards to teachers certificated under the rules, subject to the extent of the budget provision for the year at the following rates, namely,—

To a certificated teacher of—

the 4th grade	.. Rs. 30	per mensem.
the 3rd grade	.. „ 40	do.
the 2nd grade	.. „ 50	do.
the 1st grade	.. „ 60	do.

Each monthly payment is conditional on the school having been in session and the certificated teacher having been employed in teaching in the school during the period for which the grant is claimed, except when the school may have been closed for the usual holidays and vacations.

Initial rate of salary-grant payable under the scheme.

8. Holders of the lower standard certificate will be placed in the 4th grade and entitled to a salary-grant of Rs. 30 per mensem.

A higher standard certificate will entitle the holder to be placed in the 3rd grade with a salary-grant of Rs. 40 per mensem.

Promotion of certificated teachers.

9. The holder of a lower standard certificate may at any time present himself for examination for the higher standard certificate in accordance with the prescribed rules for the time being.

The award of increased salary-grants will be dependent on the reports of the inspecting officers, on length of service, and on the amount of results-grants earned (due regard being had to the general educational standard of the locality).

A certificated teacher may be promoted to a higher grade, without examination, on the recommendation of the Inspector of Schools.

Promotions will be made once a year by the Director of Public Instruction on the recommendation of the Inspector of Schools, according as vacancies occur in the sanctioned number of salary-grants of the higher grades for the district or town in which the teachers qualified for promotion are serving, or to which the Director of Public Instruction proposes to transfer them on promotion.

Excepting in cases of exceptional merit, a certificated teacher will not usually be considered eligible for promotion until he has served at least three years in a grade.

Procedure to be followed should a certificated teacher desire to leave the school for service in another school

10. Transfers or exchanges of certificated teachers will be arranged by the District and Municipal Boards concerned, but every such transfer must be reported to the Director of Public Instruction for record in his office.

Travelling expenses of certificated teachers.

11. The actual *bonâ fide* travelling expenses of a certificated teacher proceeding from the normal school to join his school will be paid by the head master of the normal school.

In cases of transfer the actual travelling expenses will be borne by the authority or institution to whom or to which the teacher may be transferred. But certificated teachers obtaining transfer or exchange for their own convenience will pay their own travelling expenses.

Leave.

12. Leave of absence can be granted to a certificated teacher by the manager of his or her school, provided that if leave in any one year extends for more than 15 days during which school is open, the salary will not be payable during such leave unless a substitute, approved by the Deputy Inspector, is employed in place of the absentee. Leave during vacations can be granted by managers, and the salary-grant will be payable in respect of such leave on the absentee's return to duty.

Service-book.

13. Every certificated teacher receiving aid under the salary-grant scheme will be required to keep a service-book in Form A and will be responsible that it is correctly written up to date.

The remarks of the inspecting officer on the work of the teacher and his claims to promotion (*vide* section 9) will be recorded in the service-book.

Leave granted to the certificated teacher will be entered in the service-book under the signature of the authority granting the leave (*vide* section 12).

Grant liable to be withdrawn

14. The salary-grant may be withdrawn by the disbursing authority for irregular attendance, breach of rules, or other misconduct on the part of the certificated teacher.

When for any reason for which the certificated teacher is not to blame his services are no longer required in the school to which he is attached, he will be allowed to join any other school which has been duly approved.

The procedure indicated in section 21 will be followed in obtaining payment of the salary-grant at the school to which the certificated teacher is transferred.

Should the certificated teacher not succeed in obtaining employment on being withdrawn, he should report the fact to the Director of Public Instruction, who will arrange for sending him to any school where there may be a vacancy.

CHAPTER II.

CONDITIONS UNDER WHICH SCHOOLS ARE ELIGIBLE FOR THE SERVICES OF CERTIFICATED TEACHERS.

15. The following rules are to be observed in schools desirous of receiving aid under the salary-grant scheme:

Inspection.

16. The school will be at all times open to Government inspection, and the managers will furnish all returns and information called for by the Education Department.

Records.

17. The undermentioned records must be kept in the school:—

(i) a register of daily attendance, to be called over once daily;
(ii) an admission and progress register in prescribed form;
(iii) a register of results-grants;
(iv) a visitors'-book in which official and other visitors should be invited to make entries.

The certificated teacher will, under the orders of the head master, be responsible for the proper maintenance of the prescribed records. Blank books or forms for these registers will be supplied by the Deputy Inspector on indent from the manager.

Standards of instruction.

18. The standards of instruction to be followed are those prescribed by the department for the lower primary, upper primary, and middle school (vernacular) examinations.

School hours and holidays.

19. The arrangement of school hours and holidays will rest with the head master of the school.

Text-books recommended.

20. The following text-books and maps are recommended, subject to the head master's approval, for use in schools aided by certificated teachers:—

Burmese.—Zats, and Grammatical Primer by Gray.
Pali.—The Six Texts and Glossary.
Arithmetic.—Stilson.
Geography.—Hough, and Map of Burma.
Algebra.—Maung Po Maung.
Geometry and Mensuration.—Aldridge's Euclid, Kelly's Handbook, and Clancey's Aid to Land-surveying.
Physiology.—House I live in.
Agriculture.—Agricultural Primer.
Sanitation.—Sanitary Primer.

Procedure in submitting applications for payment of salary-grants.

21. The manager of any school desirous of employing a certificated teacher under the salary-grant scheme will submit an application to the Deputy Inspector of Schools, who will forward it for disposal to the President of the District or Municipal Board concerned, accompanying the application with detailed information in Form B in duplicate.

22. Applications should be submitted not later than the month of October in each year, the time when the budget estimates for the succeeding official year are usually prepared. Applications may also be submitted on the occurrence of vacancies. Should an application be approved, the President of the District or Municipal Board will make the necessary provision in the budget estimates and forward the duplicate copy of Form B to the Director of Public Instruction, who will arrange for providing a certificated teacher, unless one shall have already been engaged by the manager.

23. The certificated teacher will then be furnished with a warrant in Form C, signed by the Director of Public Instruction, to enable him to draw the monthly salary-grant; a duplicate copy of the warrant will simultaneously be forwarded to the President of the District or Municipal Board concerned. On promotion to a higher grade the certificated teacher will be furnished with a similar warrant in Form D.

24. Should an application for the services of a certificated teacher under the salary-grant scheme be refused, the reasons for refusal will be communicated to the school manager and the Director of Public Instruction.

CHAPTER III.

Application of Salary-grant Scheme to existing Certificated Teachers and Normal Students.

25. It will be optional with any Government assistant master at present serving in the Education Department to resign the Department and accept instead the conditions of the salary-grant system. No claim to pension or gratuity on account of past services will be recognized in such cases.

26. The alteration in salary effected by the transfer will be as follows :—

A 3rd grade Government assistant master on a salary of Rs. 20 rising to Rs. 30 will be classed as a 4th grade teacher on Rs. 30 per mensem.

A 2nd grade Government assistant master on Rs 30 to Rs. 40 will be classed as a 3rd grade teacher on Rs. 40 per mensem.

A 1st grade Government assistant master whose salary is from Rs. 40 to Rs. 50 will be classed as a 2nd grade teacher on Rs. 50 per mensem.

27. Present incumbents who desire and are permitted to come under the salary-grant system may do so with effect from the 1st October 1884, and the three years after which a higher grade of salary-grant may be allowable under section 9 will be reckoned in their case from the 1st April 1884.

28. Normal students attending Government normal schools under the conditions of the existing rules may have the option of electing to serve under the salary-grant system.

FORM A.

Service-book of Certificated Teacher _____.

	Entries to be made on this side.
Father's name	
Father's occupation	
Name of certificated teacher	
Race	
Native-place, or place of birth	
Date of birth	
Schools at which educated	
Normal school number	
Departmental examinations passed and date of passing..	

Name of Certificated Teacher _____.

Monthly rate of salary-grant	Date from which drawn or date of promotion.	Schools in which employed	Date of joining the school.	Date of leaving the school.	Reasons for termination of service in the school	Period for which leave has been obtained		Signature of the authority granting the leave	Date of annual examination for results-grants.	Amount of results grants awarded			Remarks by the Inspector of Schools on the work of the certificated teacher and his fitness for promotion
						From	To			To the school manager.	To the certificated assistant teacher	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Rs													

1 When a certificated teacher is promoted, the higher rate of salary should be entered in column 1 and the date of the warrant entered in the same line in column 2

2 When a fresh entry has to be made in columns 1 to 13, the position of the entry will be below that of the last line of the remarks entered in column 14

FORM B.

[Referred to in Section 22 of the Scheme for the Award of Salary-grants to Certificated Teachers, 1884]

Statement to accompany the Application of——— , School Manager, ——————— district, for a Certificated Teacher under the Salary-grant Scheme

Name of school	District, township, and precise locality of the school	Whether situated within municipal or outside of municipal limits.	Class of institution, whether monastic or lay	By whom conducted and the persons responsible for the management of the school.	Average daily attendance during the rains			Remarks by the Deputy Inspector of Schools in regard to the school and the merits of the application.
					Boys	Girls	Total	

N B.—This form should be prepared and submitted in duplicate to the President of the District or Municipal Board, who will forward the duplicate to the Director of Public Instruction with his remarks as to whether the application may be complied with or not and the grade of certificated teacher to be nominated

Deputy Inspector of Schools.

FORM C.

Warrant for Payment of Salary-grant.

[*Referred to in Section 23 of the Scheme for the Award of Salary-grants to Certificated Teachers, 1884.*]

No.———

Dated Rangoon, the——— ——— 188 .

Application having been made by——— ——— , the Manager of a——— school at———, for the services of a certificated teacher under the salary-grant scheme of 1884, and the President of the ——— ——Board at——— ——— having recommended the application,——— ———, the holder of a $\frac{\text{higher}}{\text{lower}}$ standard $\frac{\text{Vernacular}}{\text{Anglo-Vernacular}}$ teacher's certificate, has been nominated for service in the above school and will draw, from the date of his joining, the salary-grant payable to a——— ———grade certificated teacher, namely, Rs.——— per mensem.

Director of Public Instruction.

No.———

Dated Rangoon, the——— 1884.

Copy forwarded to

Director of Public Instruction.

FORM D.

Warrant for Payment of Increased Rate of Salary-grant on Promotion.

[*Referred to in Section of the Scheme for the Award of Salary-grants to Certificated Teachers, 1884.*]

No.— — —

Dated Rangoon, the——————*188* .

——————————— ——————, the holder of a $\frac{\text{higher}}{\text{lower}}$ standard $\frac{\text{Vernacular}}{\text{Anglo-vernacular}}$ teacher's certificate, at present in service in —— — ——————— school at — ——————————— as a ———— grade teacher, has been promoted to the———grade and is allowed to draw the increased rate of salary-grant payable under the salary-grant scheme, namely, Rs.———— per mensem, with effect from the——————————————— 188 .

Director of Public Instruction.

No.— — —

Dated Rangoon, the——————*188* .

Copy forwarded to

Director of Public Instruction.

EDUCATION, GENERAL TABLE I.—*Abstract Return of Colleges, Schools, and Scholars in British Burma at the end of the official year 1883-84.*

(For Details see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.				
				University Education.		School Education, General.		School Education, Special.							
Total area in square miles.	Number of towns* and villages.	Population.	—	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.	Advanced.	Elementary.	Grand total.	Percentage of—	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
87,230 square miles.	Towns ... 20	Males ... 1,991,005	Institutions — For males ...	1	...	32	4,622	3	5	4,663	...	372	5,035	Institutions to number of towns and villages. 31·87803	
	Villages ... 15,837	Females... 1,745,766	Institutions — For females ...	...	...	11	8	1	...	20	...	...	20		
	Total ... 15,857	Total ... 3,736,771	Institutions — Total ...	1	...	43	4,630	4	5	4,683	...	372	5,055	31·87803	
			Scholars — Males ...	23	...	4,823	111,420	157	170	116,593	...	3,890	120,483	Male scholars to male population of school-going age.† 40·34244	
			Scholars — Females ...	...	...	1,240	9,778	21	...	11,039	...	348	11,387	Female scholars to female population of school-going age.† 4·34848	
			Scholars — Total ...	23	...	6,063	121,198	178	170	127,632	...	4,238	131,870	Scholars to total population of school-going age. 23·5265	

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A municipality, whatever its population, should be entered as a town.
† The population of school-going age is taken at 15 per cent. of the whole population.

EDUCATION, GENERAL TABLE II.—*Abstract Return of Expenditure on Public Instruction in British Burma for the official year 1883-84.*

(For Details see General Table IV.)

	Total Direct Expenditure on Public Instruction.§							Total Indirect Expenditure on Public Instruction.§								Total expenditure on public instruction.	Remarks.
	University Education.		*School Education, General.*		*School Education, Special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	
1. Institutions ... For males	11,757	...	201,017	148,514	25,812	4,211	391,311	16,326	22,674	59,223	25,770	59,277	5,378	67,632	256,280	713,027	
For females	...	...	50,902	11,583	2,951	...	65,436										
Total ...	11,757	...	251,919	160,097	28,763	4,211	456,747	16,326	22,674	59,223	25,770	59,277	5,378	67,632	256,280	713,027	
2. (*a*) Percentages* of provincial expenditure included in columns 2—17 to total provincial expenditure on public instruction ...	4·51559	...	10·24054	5·04542	11·64095	1·54077	30·96327	6·78024	9·41659	10·43366	5·98410	8·88956	...	27·51258	69·01673	100	
(*b*) Percentages* of local fund expenditure included in columns 2—17 to total local fund expenditure on public instruction ...	...	..	...	59·34439	...	...	59·34439	...	...	38·26766	1·89990	...	...	·48805	40·65561	100	
(*c*) Percentages* of municipal expenditure included in columns 2—17 to total municipal expenditure on public instruction ...	...	...	48·45968	32·04912	...	...	80·50880	.	...	·54124	4·50695	12·52920	1·46664	·44717	19·49120	100	
(*d*) Percentages of total expenditure in columns 2—17 to total expenditure on public instruction	1·64889	...	35·33092	22·45315	4·03393	·59058	64·05747	2·28967	3·17996	8·30586	3·61417	8·31343	·75425	9·48519	35·94253	100	
3. AVERAGE ANNUAL COST† OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.										
Departmental institutions. — Cost to provincial revenues ...	604 0 11	...	265 4 11	11 13 5	174 6 6	22 1 4	64 4 8										
Cost to local and municipal funds	...	...	...	...	.	...	...										
Total cost ...	653 2 8	...	307 15 8	21 8 0	174 6 6	25 1 1	73 13 2										
Local fund schools.‡ — Cost to provincial revenues ...	...	...	...	.	...	...											
Cost to local funds	...	...	...	15 4 3	...	...	15 4 3										
Total cost ...	...	...	...	15 12 7	...	...	15 12 7										
Municipal schools.‡ — Cost to provincial revenues ...	.	..	0 1 4	..	...	...	0 1 1										
Cost to municipal funds ...	...	..	32 1 3	20 7 7	...	...	29 13 8										
Total cost ..	...	...	45 0 3	23 1 8	...	...	40 8 10										
Institutions in Native States. — Cost to Native State revenues ...	...	...	...	...	...	...											
Cost to local and municipal funds	...	...	...	...	...	...											
Total cost ...	...	...	...	...	...	...											
Aided institutions. — Cost to provincial revenues ...	...	...	2 12 10	0 0 3	96 6 11	...	0 4 1										
Cost to local and municipal funds	...	...	8 3 4	2 0 8	...	...	2 7 9										
Total cost ...	...	...	34 14 10	2 9 0	128 4 10	...	4 14 10										
Unaided institutions — Total cost ...	...	...	...	..	...	...											
All institutions — Cost to provincial revenues ...	604 0 11	...	4 0 2	0 1 0	163 14 8	22 1 4	0 9 4										
Cost to local and municipal funds	...	...	17 0 3	0 15 10	...	..	1 12 2										
Total cost ..	653 2 8	...	40 15 10	1 5 2	168 3 3	25 1 1	3 9 3										

* The percentages required for 2 (*a*), 2 (*b*), 2 (*c*), are to be calculated from the figures given in columns 7*a*, 7*b*, 7*c*, respectively, of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡ The average cost of each pupil in local fund and municipal schools is to be obtained from the figures given in General Table VII.

§ Fractions of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

EDUCATION, GENERAL TABLE III.—*Return of Colleges, Schools and Scholars in*

Class of Institutions.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.												UNDER PRIVATE			
	Maintained by the Department.				*Maintained by Local Fund and Municipal Boards.*				*Maintained by Native States.*				*Aided by the Department or by Local Fund or Municipal Boards.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education.																
Arts Colleges—																
English	1	23	18	14	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	1	23	18	14	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General.																
Secondary Schools—																
For boys ... English	1	28	52	39	15	2,298	2,268	1,796	...	...	...	...	16	2,739	2,875	2,266
For boys ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... English	...	...	...	...	1	21	17	16	...	...	...	...	10	977	934	791
For girls ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	1	28	52	39	16	2,319	2,285	1,812	...	...	...	...	26	3,716	3,809	3,057
Primary Schools—																
For boys	4	530	560	505	13	942	1,004	828	...	...	...	...	1,191	49,263	49,271	49,062
For girls	...	...	...	...	...	...	...	...	...	...	...	...	8	347	284	222
Total ...	4	530	560	505	13	942	1,004	828	...	...	...	...	1,199	49,610	49,555	49,284
School Education, Special.																
Schools for Special Instruction—																
Training schools for masters	3	157	148	119	...	...	...	...	...	...	...	...	...	...	...	...
Ditto for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	1	21	23	21
Schools of art	1	49	51	20	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools ...	4	121	117	91	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	8	327	516	230	...	...	...	...	...	...	...	...	1	21	23	21
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	14	908	946	789	29	3,261	3,289	2,640	...	...	...	...	1,226	53,347	53,387	52,362

PRIVATE INSTITUTIONS ...

1. *Advanced Teaching—*
   (a) Arabic or Persian ... ...
   (b) Sanskrit ... ...
   (c) Any other Oriental classic ... ...
2. *Elementary teaching*, a vernacular only or mainly .. ...
3. *European and Eurasian schools* not conforming to departmental standards
4. *Other schools** not conforming to departmental standards ... ...

I.—The term *classical language* in column 25 includes European
II.—Mixed schools should be shown as boys' schools or as girls'
III.—Where boys and girls attend the same school, the column of
IV.—The subdivisions of column 27, regarding races or creeds, will
*[Mahomedan schools.]

British Burma for the official year 1883-84.

MANAGEMENT. Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning— English.	A classical language.	A vernacular language.	Classification of scholars on the 31st March according to race or creed. Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.		Remarks. Boys.	Girls.
18	19	20	21	22	23	24	25	26	27a	27b	27c	27d	27e	27f	27g	28	
...	...	...	...	1	23	23	19	..	3	15	1	2	2	...	..	23	...
...	...	...	...	...	...	..	..	...	...	...	..	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	.	...	...	...	...		
...	...	...	...	...	..	...	...	...	...	..	...	...	...	...	...		
...	...	...	...	1	23	23	19	...	3	15	1	2	2	...	...	23	..
...	...	...	...	32	5,065	4,763	927	5,196	635	2,886	567	360	407	150	...	4,707	358
...	...	...	...	...	...	...	.	...	...	...	...	...	...	...	...		
...	...	...	...	11	998	726	49	204	603	286	9	61	15	24	...	116	882
...	...	...	...	...	...	...	...	...	...	.	...	...	..	...	...		
...	...	...	...	43	6,063	5,489	976	5,700	1,238	3,172	576	421	482	174	...	4,823	1,240
3,414	70,116	70,116	70,116	4,622	120,851	1,378	110,615	127,514	19	112,505	8,007	94	187	39	..	111,330	9,521
...	...	...	...	8	347	180	36	256	160	114	48	3	21	1	...	90	257
3,414	70,116	70,116	70,116	4,630	121,198	1,558	110,651	127,770	179	112,619	8,055	97	208	40		111,420	9,778
...	...	...	...	3	157	7	150	157	...	146	7	...	2	...	..	157	...
...	...	...	...	1	21	3	...	21	...	18	1	1	...	1	..	.	21
...	...	...	...	1	49	...	...	...	1	40	5	1	1	1	...	49	...
...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	..	..	...	...	...	..	.	...	...	...
...	...	...	.	4	121	8	...	118	...	109	7	1	4	...	...	121	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
..	.	...	..	...	...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	9	348	13	150	296	1	315	20	3	7	2	...	327	21
3,414	70,116	70,116	70,116	4,683	127,632	7,083	111,796	133,775	1,421	116,121	8,052	523	699	216	...	9,874 girls in boys' schools. 206 boys in girls schools.	Boys 116,593 Girls 11,099
...	...	...	...	...	...	...	...	...	...	...	...	...	.	...	...		
...	...	...	...	...	..	.	...	..	...	...	...	...	.	...	..		
..	...	...	...	...	.	...	...	...	...	...	..	...	..	...	...		
...	For boys			297	2,904	4	2,879	2,904	...	2,508	362	5	25	4	..	Boys. 2,904	Girls. 100
...	" girls			...	.	...	..	...	...	.	...	...	..	...	.	7	4
...	For boys			1	11	11	...	...	11	...	...	.	..	.	.		
...	" girls			...	...	...	...	...	...	...	...	...	...	...	...	1,079	244
...	For boys			74	1,323	..	1,323	...	...	...	...	...	1,323	...	...		
...	" girls			...	...	...	...	...	...	...	...	...	...	...	...		
...	Total		...	372	4,238	15	4,202	2,904	11	2,508	362	5	1,348	4	...	348 girls in boys' schools. Nil. boys in girls' schools.	Boys. 120,483
GRAND TOTAL			.	5,055	131,870	7,098	115,998	136,679	1,432	118,629	9,014	528	2,047	220	...	10,222 total girls in boys' schools. 206 total boys in girls' schools.	Girls. 11,367

B 3,890
G. 348

and Oriental classical languages.
schools according as the number of boys or of girls is greater.
remarks should show the number of girls in boys' schools and the number of boys in girls' schools.
vary according to circumstances.

EDUCATION, GENERAL TABLE IV.—*Return of Expenditure on Public*

PUBLIC INSTITU

Objects of Expenditure.	Under Public Management. Maintained by the Department. Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Maintained by Local Fund and Municipal Boards. Provincial revenues.	Local rates or cesses	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Maintained by Native State revenues.	Local rates or cesses levied in Native States.	Municipal funds raised in Native States.
1	2a	2b	2c	2d	2e	2f	2	3a	3b	3c	3d	3e	3f	3	4a	4b	4c
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University education.																	
Arts Colleges—																	
English	10,873	...	...	884	...	...	11,757	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or departments of Colleges for professional training—																	
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	10,873	...	...	884	...	...	11,757	...	...	...	...	...	...	...	...	...	...
School Education, General.																	
Secondary Schools—																	
For boys ... English ...	13,796	...	...	2,219	...	...	16,015	...	...	72,351	27,865	...	1,470	1,01,686	...	...	...
For boys ... Vernacular ..	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... English ...	...	...	...	...	...	...	...	194	...	950	36	...	...	1,180	...	...	...
For girls ... Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	13,796	...	...	2,219	...	...	16,015	194	...	73,307	27,901	...	1,470	1,02,866	...	...	...
Primary Schools—																	
For boys	6,629	...	...	5,412	...	.	12,041	...	4,625	14,353	1,900	...	103	20,981	...	...	...
For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	6,629	...	...	5,412	...	...	12,041	...	4,625	14,353	1,900	...	103	20,981	...	...	...
School Education, Special.																	
Schools for Special Instruction—																	
Training schools for masters ...	25,812	...	...	...	...	...	25,812	...	...	...	...	...	...	...	...	...	..
Ditto mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of art	414	...	...	...	...	...	414	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and surveying schools	3,296	...	...	501	...	...	3,797	...	...	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	...	...	...	.	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	29,522	...	...	501	...	...	30,023	...	...	...	...	...	...	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Arts colleges ...	3,289	...	...	...	...	...	3,289	...	...	...	...	...	...	...	...	...	...
Professional colleges	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...
Secondary schools ...	...	...	...	...	...	...	...	...	...	4,015	...	...	...	4,015	...	...	...
Primary schools ...	...	...	...	...	..	..	...	...	1,635	4,199	...	...	...	5,834	...	..	...
Special schools other than training schools ...	2,605	...	...	...	...	...	2,605	...	...	...	...	...	...	...	...	...	...
Buildings—	10,039	...	...	...	...	...	10,039	616	...	...	...	...	...	616	...	...	...
Furniture and apparatus (Special grants only)	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	5,304	...	...	...	...	...	5,304	...	...	...	...	...	...	...	...	...	...
Total ...	21,237	...	...	...	...	...	21,237	616	1,635	8,214	...	...	...	10,465	..	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	82,057	...	...	9,016	...	..	91,073	810	6,260	95,868	29,801	...	1,573	1,34,312	...	...	...

I.—Fractions of a rupee are to be omitted.

II.—If the income of any school maintained by the Department (or by a local or municipal board) exceeds the expenditure, the
If in such school the income from fees or other private sources alone exceeds the expenditure, the excess income and the sour

III.—If the income of any aided school exceeds the expenditure, the excess should be proportionately deducted from the sub-heads
receipts from provincial revenues and from local and municipal funds should be shown in full.

IV.—In calculating the expenditure from provincial revenues or any other fund, all payments or contributions from fees or other

V.—The expenditure under 'University,' 'Direction,' and 'Inspection' should be shown only in column 7 and its subdivisions and not

VI.—The expenditure on stipends held in training schools should be shown as part of the expenditure in those schools, not under

VII.—The expenditure entered in columns 4a, 4b, and 4c, should be included in column 7e and not in columns 7a, 7b, and 7c. The ex

Instruction in British Burma for the official year 1883-84.

TIONS.																					
				UNDER PRIVATE MANAGEMENT.											TOTAL EXPENDITURE FROM—						
Native States.				*Aided by the Department or by Local Fund or Municipal Boards.*							*Unaided.*										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	All other sources.	Grand total.	Remarks.
4d	4e	4f	4	5a	5b	5c	5d	5e	5f	5	6a	6b	6c	6	7a	7b	7c	7d	7e	7	8
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10,873	...	...	884	...	11,757	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10,873	...	...	884	...	11,757	
...	...	...	...	4,557	...	21,198	15,295	6,919	35,347	83,316	...	...	...	...	18,353	...	93,549	45,379	43,736	2,01,017	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	6,111	...	10,077	13,238	4,535	15,761	49,722	...	...	...	...	6,305	...	11,027	13,274	20,296	50,902	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	10,668	...	31,275	28,533	11,454	51,108	1,33,088	...	...	...	...	24,658	...	1,04,576	58,653	64,032	2,51,919	
...	...	...	...	283	46,445	52,879	1,707	5,057	9,121	115,492	...	...	...	...	6,912	51,070	67,232	9,019	14,281	1,48,514	
...	...	...	...	421	...	1,930	2,454	3,664	3,114	11,583	...	...	...	...	421	...	1,930	2,454	6,771	11,583	
...	...	...	...	704	46,445	54,800	4,161	8,721	12,235	1,27,075	...	...	...	...	7,333	51,070	69,162	11,473	21,059	1,60,097	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	25,812	...	...	...	...	25,812	
...	...	...	...	2,218	...	...	...	407	326	2,951	...	...	...	...	2,218	...	...	...	733	2,951	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	414	...	...	...	...	414	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,296	...	...	501	...	3,797	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	2,218	...	...	...	407	326	2,951	...	...	...	...	31,740	...	...	501	733	32,974	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	22,674	...	...	...	...	22,674	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	25,123	32,932	1,168	...	...	59,223	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,289	...	...	...	...	3,289	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7,275	...	...	...	...	7,275	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,015	...	...	4,015	
...	...	...	...	...	...	1,512	...	...	...	1,512	...	...	...	...	...	1,635	5,711	...	...	7,346	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,845	...	...	...	...	3,845	
...	...	...	...	10,750	...	27,038	...	...	10,834	48,622	...	...	...	...	21,405	...	27,038	...	10,834	59,277	
...	...	...	...	...	...	3,165	...	...	2,213	5,378	...	...	...	...	...	...	3,165	...	2,213	5,378	
...	...	...	...	4,643	...	...	...	...	...	4,643	...	...	...	...	82,573	420	965	...	...	83,958	
...	...	...	...	15,393	...	31,715	...	...	13,047	60,155	...	...	...	...	1,66,184	34,987	42,062	...	13,047	2,56,280	
...	...	...	...	28,983	46,445	1,17,799	32,694	20,582	76,716	3,23,219	...	...	...	.	2,40,788	86,057	2,15,800	71,511	98,817	7,13,027	

return of Government (or local or municipal) expenditure should be reduced accordingly the income and expenditure of the school being thus equalised
ce: from which it is derived should be shown in the column of remarks.
of endowments, subscriptions, and other sources; or, if the receipts from those sources are insufficient from the subhead of fees also, the actual

sources credited to that fund should be deducted. Such payments should be shown as expenditure under the subheads to which they belong.
in the preceding columns.
the head of scholarships.
penditure entered in column 4d should be included in column 7d.

EDUCATION, GENERAL TABLE V.—*Return of the Stages of Instruction of Pupils in Public Schools for General Education in British Burma at the end of the official year 1883-84.*

CLASS OF SCHOOLS.			Number of schools.	Number of pupils on the rolls on the 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage. 3			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the Lower Primary Stage. 4 Reading printed books			5 Not reading printed books			TOTAL.		
					Boys	Girls.	Total	Boys.	Girls.	Total.	Boys.	Girls.	Total	Boys.	Girls.	Total.	Boys	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																						
For boys	Departmental	English	1	28	28	...	28	..	...	...	...	...	...	..	...	...	...	...	...	28	...	28
		Vernacular	3	157	...	...	...	157	...	157	...	...	...	...	...	...	...	...	...	157	..	157
	Local fund	English	Nil.	Nil.	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	..	...	..
		Vernacular	Nil.	Nil.	...	...	...	..	..	.	...	..	..	...	...	...	...	...	...	...	..	...
	Municipal	English	15	2,298	46	...	46	788	4	792	322	10	332	977	118	1,095	90	13	33	2,153	145	2,298
		Vernacular	Nil.	Nil	...	...	...	...	...	...	.	.	...	...	...	...	...	...	...	...	..	..
	Native States	English	Nil.	Nil.	...	...	...	...	...	...	...	..	..	...	...	...	...	...	...	...	.	..
		Vernacular	Nil.	Nil.	..	...	...	...	...	..	.	..	...	..	..	..	...	...	...	..	..	...
	Aided	English	16	2,739	19	...	19	517	41	558	705	43	748	1,240	129	1,369	45	...	45	2,526	213	2,739
		Vernacular	1	21†	...	...	...	..	21	21	...	..	...	...	..	...	...	...	.	...	21	21
	Unaided	English	Nil.	Nil.	...	...	...	.	...	...	...	...	...	...	...	..	...	...	...	...	...	.
		Vernacular	Nil	Nil.	...	..	...	.	...	...	...	...	...	...	..	..	...	...	...	...	...	
	Total		36	5,243	93	...	93	1,462	66	1,528	1,027	53	1,080	2,217	247	2,464	65	13	78	4,864	379	5,243
For girls	Departmental	English	Nil	Nil.	.	...	...	...	.	..	...	...	...	...	...	...	...	...	...	...	...	..
		Vernacular	Nil.	Nil.	..	...	...	...	...	...	...	..	...	...	...	...	...	...	..	...	...	...
	Local fund	English	Nil.	Nil.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	..
		Vernacular	Nil.	Nil.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	..
	Municipal	English	1	21	...	...	...	...	1	1	1	...	1	1	18	19	...	...	...	2	19	21
		Vernacular	Nil.	Nil.	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	..	...
	Native States	English	Nil.	Nil.	...	...	...	..	...	..	...	...	...	...		...	...	...	..	...	..	..
		Vernacular	Nil.	Nil.	...	...	...	...	...	...	...	...	.	..	...	...	...	...	.	..	.	.
	Aided	English	10	977	...	9	9	5	177	182	3	185	188	95	466	561	11	26	37	114	863	977
		Vernacular	Nil.	Nil.	...	....	...	...	...	...	...	...	...	...	..	...	...	..	...	.	..	
	Unaided	English	Nil.	Nil.	...	...	...	.	...	...	...	...	...	...	.	...	...	...	.	...	..	.
		Vernacular	Nil.	Nil.	...	..	...	...		...	...	...	...	...	..	...	...	..	..	..	..	..
	Total		11	998	...	9	9	5	178	183	4	185	189	96	484	580	11	26	37	116	882	998
Total secondary schools			47	6,241	93	9	102	1,467	244	1,711	1,031	238	1,269	2,313	731	3,044	76	39	115	4,980	1,261	6,241
Primary schools—																						
For boys	Departmental		4	530	...	...	..	...	...	..	174	...	174	356	...	356	..	..	..	530	.	530
	Local fund		4	311	...	...	...	...	...	...	27	1	28	183	48	231	38	14	52	248	63	311
	Municipal		9	631	...	...	...	...	...	...	204	16	220	295	38	333	47	31	78	546	85	631
	Native States		Nil.	Nil.	...	...	...	...	...	...	...		.	...		.				...		.
	Aided		1,191	49,253	...	...	...	...	...	...	164	31	195	42,812	6,110	48,922	81	47	136	43,053	6,188	49,253
	Unaided		3,414	70,126	...	.	..	...	...	...	...	...	..	66,941	3,185	70,126	.	..	..	66,941	3,185	70,126
	Total		4,622	120,851	..	..	...	...	..	...	569	48	617	110,567	9,381	119,968	174	92	266	111,330	9,521	120,851
For girls	Departmental		Nil.	Nil.	...	..	...	..	...	...	...	..	...	...	...	..	..	...	..	...	.	.
	Local fund		Nil.	Nil.	...	...	...	...	...	...	...	...	...	...		...	.	..	...	.	.	
	Municipal		Nil.	Nil.	...	...	...	...	...	...	...	...	...	..		...	..	...	...	...	.	
	Native States		Nil.	Nil.	..	...	...	...	...	...	...	.	...	...		..	..	...	.	..		
	Aided		8	347		...	...	...	...	...	1	6	7	77	198	275	12	53	65	90	257	347
	Unaided		Nil.	Nil.	..	...	...	.	...	...	..	...	...	...		.	...	...	..	...	.	..
	Total		8	347	...	...	...	.	...	...	1	6	7	77	198	275	12	53	65	90	257	347
Total primary schools			4,630	121,198	...	..	...	.	..	...	570	54	624	110,664	9,579	120,243	186	145	331	111,420	9,778	121,198
GRAND TOTAL			4,677	127,439	93	9	102	1,467	244	1,711	1,601	292	1,893	112,977	10,310	123,287	262	184	446	116,400	11,039	127,439

* In normal schools for masters. † In normal schools for mistresses.

Note.—The number of girls shown in this table should correspond with the number returned under primary and secondary schools in General Forms I and III. Mixed schools should be entered as boys' schools or girls' schools, according as the number of boys or of girls is greater.

EDUCATION, GENERAL TABLE VI.—*Return showing the Results of Prescribed Examinations in British Burma during the official year 1883-84.*

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Race or Creed of Passed Scholars.					
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16a	16b	16c	16d	16e	16f
ARTS COLLEGES—																				
1. Master of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First B. A.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First Arts	1	...	...	1	6	...	...	...	6	5	...	...	...	5	1	4	...	...	...	...
4. Previous examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING—																				
Law—																				
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine—																				
1. M. D.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. L. M. S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First M. B.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First L. M. S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering—																				
1. M. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of general education—																				
Matriculation — Boys	3	...	...	3	31	...	...	...	31	15	...	...	...	15	1	10	...	2	2	...
Matriculation — Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Public service certificate examination — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Public service certificate examination — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of special instruction—																				
1 Training school examination for masters — Upper	3	...	...	3	...	...	...	3	3	1	...	...	2	3	1	2	...	...	...	...
1 Training school examination for masters — Lower					61	7	...	2	70	49	1	...	2	52	1	51	...	...	...	...
2. Training school examination for mistresses — Upper	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Training school examination for mistresses — Lower					...	5	...	...	5	...	5	...	...	5	...	5	...	...	...	...
3. School of Art examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Vernacular medical examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Examination in engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Examination in surveying	4	1	...	5	112	14	...	49	175	46	2	...	9	57	3	52	...	...	2	...
7. Industrial school examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Note.—Any other special examination, such as the intermediate or other examinations of the Punjab University, may be added to this list.

EDUCATION, GENERAL TABLE VII.—*Return showing the Distribution of Local Fund and*

Objects of Expenditure	Expenditure of Local Fund Boards on Public Instruction														
	In Institutions maintained by Local Fund Boards											*In institutions maintained by—*			Total local fund expenditure on public instruction.
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year	Average daily attendance	Provincial grants.	Local rates or cesses.	Municipal grants	Fees.	Subscriptions	Endowments and other sources.	Total.	The department	Municipal boards.	Private persons or associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs	Rs.	Rs
Arts Colleges.															
University Education. English	...	...		...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...		...
Colleges or Departments of Colleges for Professional Training															
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine		...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...		...	...	...	...	...	...	...	...	...	...	...	...	...	
Secondary Schools															
School Education, General. For boys . English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys . Vernacular ...	...	...	...	...	...	...	...	...	...	...		...	...	...	...
For girls ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...		...
Total ...	...	...		...	...	...	...	...	...	...	...	...	...		
Primary Schools.															
For boys	4	311	303	236	...	4,625		159	...		4,784	...	...	46,445	51,070
For girls		...		...		...	...	...	...	...	...	...	...		...
Total ...	4	311	303	236	...	4,625		159	...	...	4,784	...	...	46,445	51,070
Schools for Special Instruction															
School Education, Special. Training schools for masters ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Training schools for mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...			...
Schools of art ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...		32,032
Scholarships held in— Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional colleges ...	...		...		...	...	...	...	...	...	...	...	...	...	...
Secondary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary schools ...	...	...	...	...		1,635	...	...	...	...	1,635	...	...	...	1,635
Specials schools other than training schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	203	...	...	...	...	...	203	...	...	...	...
Furniture and apparatus (Special grants only)		...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...		...	420
Total ...	...	...	...	...	203	1,635	...	...	...	...	1,838	...	...	...	34,987
GRAND TOTAL ...	4	311	303	236	203	6,260		159	...	...	6,622		...	46,445	86,057

I.—The sum of the expenditure in columns 12 and 27 should agree with the expenditure shown in column 3 of
II.—The sum of the expenditure in columns 16 and 31 should agree with the expenditure shown in columns 7*b* and 7*c*,

Municipal Expenditure on Public Instruction in British Burma for the official year 1883-84.

Expenditure of Municipal Boards on Public Instruction.																
In Institutions maintained by Municipal Boards.											*Institutions maintained by—*					
Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local fund grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The department.	Local fund boards.	Private persons or associations.	Total municipal expenditure on public instruction.	Total expenditure of local fund and municipal boards on public instruction.	Remarks
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs	Rs	Rs.	Rs	Rs	Rs	Rs	Rs.	Rs.	Rs.	Rs	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
..	...	...	...	..	...	...	...	...	..	...	...	..	...	...	...	
...	...		...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
..	...	...	...	...	...	...	...	...	...	...	..	..	...	...	...	
...		...	...	...	...	...	...	...	...	...	...	...	...	...	.	
15	2,298	2,268	1,796		72,351	...	27,865	..	1,470	1,01,686	...	...	21,198	93,549	93,549	
...	...	...	...	.	...	...	...	...	...	...	...	...	...	..	...	
1	21	17	16	194	950	...	36	.	...	1,180	...	...	10,077	11,027	11,027	
...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	
16	2,319	2,285	1,812	194	73,301	...	27,901	.	1,470	1,02,866	...	...	31,275	1,04,576	1,04,576	
9	631	701	592		14,353	...	1,741	...	103	16,197	...	...	52,879	67,232	1,18,302	
...	...	...	...	...	.	...	...	...	...	...	...	...	1,930	1,930	1,930	
9	631	701	592	...	14,353	..	1,741	...	103	16,197			54,809	69,162	1,20,232	
...	...	...	...	...	..	...	...	...	...	..	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...		.	..	...	...	...	...	...	...	...	...	
...	..	...	...	..	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	...	...	...	...	...	.	...	
...	...	...	...	...	..		...	...	.	...	...	...	...	...	...	
..	.	...	...	...		...	...	...	...	...	...	...	...	...	...	
..	...	...	...	...	...	...		...	...	...	...	...	...	...	...	
...	...	...	...	...	..	.		...		...	...	...	..	1,168	34,106	
...	.	...	..	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	.	...	...	...	...	...	...	...	...	...	...	
...	..	..	...	...	4,015	.	...	...	...	4,015	...	...		4,015	4,015	
...	...	...	.	.	4,199	..	...	.	...	4,199	...	...	1,512	5,711	7,346	
...	...	...	..	...	...	...	...	...	...	.	...	...	...	...	...	
...	...	...	...	413	..	...	...	...	...	413	...	...	27,038	27,038	27,038	
...	...	...	..	...	..	...	...	...	...	...	...	...	3,165	3,165	3,165	
..	..	..	...	...	...	..	...	...	...	..	...	...	...	965	1,385	
...	..	..	...	413	8,214	...	...	...	...	8,627	..	...	31,715	42,062	77,049	
25	2,950	2,936	2,404	607	95,868	...	29,642	...	1,573	1,27,690	...	...	1,17,799	2,15,800	3,01,857	

General Table IV
respectively, of General Table IV, and the local fund and municipal expenditure of Native States should be excluded.

Return of Pupils attending Public Institutions in British Burma according to Religion

Class of institution.	Number of institutions.	Classification of Scholars on the Rolls on the 31st March according to Religion. Christians.	Mahomedans.	Hindus.	Buddhists.	Unspecified.	Total.
Art Colleges (English)—							
Departmental	1	7	1	...	15	...	23
Secondary Schools—							
For boys ... Departmental, English	1	5	9	...	14	...	28
Local fund, do.	...	...	...	...	...	...	...
Municipal, do.	15	130	172	45	1,906	45	2,298
Native States, do.	...	...	...	...	...	...	...
Aided (Missionary, &c.), English ...	16	1,364	150	210	1,000	15	2,739
Unaided (ditto), do. ...	...	...	...	...	...	...	...
Total ...	32	1,499	331	255	2,920	60	5,065
For girls ... Departmental, English	...	...	...	...	...	...	...
Local fund, do.	...	...	...	...	...	...	...
Municipal, do.	1	11	1	...	5	4	21
Native States, do.	...	...	...	...	...	...	...
Aided (Missionary, &c.), English ...	10	779	1	1	175	21	977
Unaided (ditto), do. ...	...	...	...	...	...	...	...
Total ...	11	790	2	1	180	25	998
Total Secondary Schools ...	43	2,289	333	256	3,100	85	6,063
Primary Schools—							
For boys ... Departmental ... English ...	3	9	27	6	453	8	503
Vernacular	1	...	...	...	27	...	27
Local fund ... English ...	2	...	5	...	123	3	131
Vernacular	2	...	18	...	162	...	180
Municipal ... English ...	7	15	38	2	472	10	545
Vernacular	2	1	...	...	85	...	86
Native States	...	...	...	...	...	...	...
Aided (Missionary, &c.) English ...	13	691	24	17	221	7	960
Vernacular	2	56	...	...	...	...	56
Aided indigenous ... English ...	...	...	...	...	...	...	...
Vernacular	1,176	4,026	...	...	44,211	...	48,237
Unaided indigenous ... English ...	...	...	...	...	...	...	...
Vernacular	3,414	2,341	...	...	67,785	...	70,126
Total ...	4,622	7,139	112	25	1,13,530	36	1,20,851
For girls ... Departmental	...	...	...	...	...	...	...
Local fund	...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...
Aided (Missionary, &c.) English ...	7	193	10	7	105	6	321
Vernacular	1	26	...	...	...	...	26
Aided indigenous	...	...	...	...	...	...	...
Unaided	...	...	...	...	...	...	...
Total ...	8	219	10	7	105	6	347
Total Primary Schools ...	4,630	7,358	122	32	1,13,644	42	1,21,198
Schools for Special Instruction—							
Training schools for masters (departmental) ...	3	13	3	...	141	...	157
Training schools for mistresses, aided	1	21	...	...	...	...	21
Schools of art	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...
Surveying schools (departmental)	4	7	4	...	110	...	121
Industrial schools	...	...	...	...	...	...	...
Total Schools for Special Instruction ...	8	41	7	...	251	...	299
Grand Total ...	4,682	9,695	463	288	1,17,010	127	1,27,583

and Social position and Occupation of the parents for the year ending 31st March 1883-84.

Classification of Scholars on the Rolls on the 31st March according to the Social Standing and Occupation of the Parents.																					
Richer classes whose income is Rs. 5,000 a year and upwards.							*Middle classes whose income is above Rs. 200 and below Rs. 5,000 a year.*							*Poorer classes whose income is Rs. 200 a year and under.*							
Landholders.	Owners of other realized property.	In Government service.	In professions.	In trades.	Unspecified.	Total.	In Government service.	In private service.	Holding estates.	In professions.	In trades.	Unspecified.	Total.	In Government service.	In agriculture.	In trades.	In skilled labour.	In common labour.	Unspecified.	Total.	Grand total of scholars.
1	...	...	2	2	...	5	6	1	...	...	11	...	18	...	...	...	...	...	...	...	23
...	...	2	3	1	...	6	9	1	...	11	...	...	21	...	1	...	...	...	...	1	28
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	3	12	5	48	...	70	386	96	29	77	1,021	41	1,650	67	82	209	49	164	7	578	2,298
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8	3	19	11	58	...	99	211	173	238	161	272	582	1,637	96	348	150	52	219	138	1,003	2,739
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10	6	33	19	107	...	175	606	270	267	249	1,293	623	3,308	163	431	359	101	383	145	1,582	5,065
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	7	14	...	...	...	...	21	...	...	...	...	...	...	...	21
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6	22	32	7	15	...	82	170	129	5	61	53	7	425	72	32	68	32	68	198	470	977
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6	22	32	7	15	...	82	177	143	5	61	53	7	446	72	32	68	32	68	198	470	998
16	28	65	26	122	...	257	783	143	272	310	1,346	630	3,754	235	463	427	133	451	343	2,052	6,063
2	1	2	4	6	...	15	71	68	10	48	144	...	341	10	23	73	33	8	...	147	503
...	...	...	...	...	...	...	...	...	...	...	...	...	...	27	...	...	...	...	...	27	27
...	...	...	...	...	...	...	7	...	...	2	14	...	23	2	39	...	...	62	5	108	131
...	...	...	...	...	...	...	...	14	...	...	14	...	28	5	32	27	12	76	...	152	180
1	...	2	2	3	...	8	52	19	1	15	172	1	260	18	57	104	25	73	...	277	545
...	...	...	...	...	...	...	3	...	17	4	26	...	50	...	10	3	4	19	...	36	86
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	8	...	3	...	11	21	40	45	31	27	219	383	3	299	52	16	185	61	566	960
...	...	...	...	...	...	...	...	..	...	...	...	17	17	...	...	...	...	39	...	39	56
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	48,237	48,237	48,237
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	70,126	70,126	70,126
3	1	12	6	12	...	34	154	141	73	100	397	237	1,102	65	460	259	90	412	118,429	119,715	120,851
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	2	15	2	1	...	20	85	28	...	3	46	...	162	1	31	13	10	71	13	139	321
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	26	...	26	26
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	2	15	2	1	...	20	85	28	...	3	46	...	162	1	31	13	10	97	13	165	347
3	3	27	8	13	...	54	239	169	73	103	443	237	1,264	66	491	272	100	509	118,442	119,880	121,198
...	...	...	...	...	...	...	10	3	9	10	60	...	98	2	26	23	5	3	...	59	157
...	...	...	...	...	...	...	...	1	...	4	2	2	9	..	2	2	...	4	4	12	21
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	...	1	52	14	8	5	15	...	94	...	5	15	6	...	...	26	121
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	...	1	62	18	17	19	83	2	201	2	33	40	11	7	4	97	299
20	31	92	36	138	...	317	1,090	601	362	432	1,883	869	5,237	303	967	739	244	907	118,789	122,029	127,583

Supplementary Return showing the Results of the Middle School and Upper and Lower Primary School Examinations in British Burma during the official year 1883-84.

Nature of Examination		Number of Institutions sending Examinees.				Number of Examinees.					Number Passed					Race or creed of Passed Scholars.					
		Institutions under public management.	Aided institutions	Other institutions	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students	Total	Institutions under public management	Aided institutions.	Other institutions.	Private students	Total	Europeans and Eurasians.	Burmese	Karens	Chinese	Natives of India.	Others.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16a	16b	16c	16d	16e	16f
MIDDLE SCHOOL EXAMINATION—																					
English ...	Boys	18	15	.	33	167	120	...	5	292	65	24	...	2	91	18	56	—	...	17	...
	Girls					.	23	..	..	23	...	15	..	..	15	15	.	...	..	..	...
Vernacular ...	Boys	10	5	38	53	170	6	161	3	340	58	1	2	..	61	..	61		...	...	.
	Girls					14	23	3	..	40	4	3	.	...	7	..	7	...	...	..	...
Total ...	Boys	28	20	38	86	337	126	161	8	632	123	25	2	2	152	18	117	..	.	17	...
	Girls					14	46	3	.	63	4	18	.	...	22	15	7	..	..	..	..
Upper Primary School Examination	Boys	25	195		220	370	1,776	..	...	2,146	143	274	...	...	417	31	310	65	6	4	1
	Girls					2	204	.	.	206	1	59	...	...	60	23	29	8	...	...	...
Lower Primary School Examination.	Boys	27	1,580	.	1,607	616	16,725		..	17,341	258	695	..	..	953	33	766	128	12	12	2
	Girls					8	1,666	.	...	1,674	2	116	..	..	118	21	71	26	...	..	.

Return of Scientific and Literary Societies.

Name	Objects	Income from 1st April 1883 to 31st March 1884				Number of visitors				Registered or not.	When established.	Remarks.
		From Government.	Endowment.	Subscriptions	Total	Males.	Females.	Juveniles.	Total.			
Young Men's Institute, Phayre street.	To afford facilities for mental culture, &c.	Rs 300 per annum.	*Nil*	Rs. 832	Rs. 1,132	Fifteen on an average daily.	Six on an average daily.	..	Twenty-one daily average number	Registered under Act XXI of 1860.	July 1877.	